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ABSTRACT

This volume of the National Longitudinal Transition Study of Special Education Students (NLTS) offers statistical data relating to 779 students (ages 13-21) with emotional disturbances. The study design involved a survey of parents/guardians, examination of school records, and a survey of school programs. The 43 tables describe: youths' individual and household characteristics (demographic characteristics, self-care skills, functional skills, assistive devices, parental expectations for futures of youth); characteristics of students' school and educational programs (enrollment, staffing, policies, coordination, transition planning, educational placements, course-taking); programs available (vocational education, vocational assessment/counseling, work adjustment training); services received (vocational services, counseling, occupational therapy, tutors, readers, interpreters, speech/language therapy, physical assistance, transportation assistance); and youth outcomes (educational achievements, school completion, independence, social experiences, postsecondary education, employment). The tables present data by type of community, gender, age, school status, household income, ethnicity, and head of household education. The volume also outlines the purposes of the study, procedures used to collect information, the sample of youth surveyed, statistical weighting procedures, the generalizability of study results, and caveats to data users. Appendices provide information on interpreting variables and present data tables relating to specific subgroups. Includes two references. (JDD)

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THE NATIONAL LONGITUDINAL TRANSITION STUDY OF SPECIAL EDUCATION STUDENTS

Statistical Almanac, Volume 3: Youth Categorized as Emotionally Disturbed

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July 1990

Prepared for:

The Office of Special Education Programs
U.S. Department of Education

Prepared by:

Kathryn A. Valdés
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Mary M. Wagner

The National Longitudinal Transition Study of Special Education Students is being conducted by SRI International under Contract 300-87-0054 with the Office of Special Education Programs, U.S. Department of Education.

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National Longitudinal Transition Study

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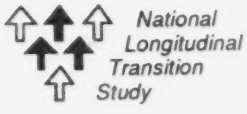

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INTRODUCTION

This volume of the statistical almanacs is a compendium of descriptive data from the first wave of data collection of the National Longitudinal Transition Study of Special Education Students (NLTS). It reports on characteristics, experiences, and achievements of youth who were categorized as having serious emotional disturbances by the schools or school districts they attended as special education students in the 1985-86 school year. Eight companion volumes provide similar information for youth classified into other disability categories; an overview volume in the series presents data for youth in all 11 federal disability categories.*

To provide a context for understanding the nature of the data reported in the statistical almanacs, the following sections of this introduction describe the procedures used to collect information, the sample of youth on which the study is based, statistical weighting procedures, and the generalizability of study results. As an aid in interpreting the data, the introduction concludes with a discussion of caveats that readers should keep in mind as they use NLTS data. Appendix A provides additional information about selected variables presented in the almanacs that clarifies their interpretation.**

Purposes of the NLTS and the Statistical Almanac Series

The NLTS was mandated by the U.S. Congress in 1983 to provide information to practitioners, policymakers, researchers, and others in the special education community regarding the transition of youth with disabilities from secondary school to early adulthood. The Office of Special Education Programs (OSEP) of the U.S. Department of Education contracted with SRI International to determine a design, develop and field test data collection instruments, and select a sample of students for a study that would meet the congressional mandate. In April 1987, under a separate contract, SRI began the actual study.

In the field of research on youth with disabilities, the NLTS is unique in several respects. For many years, the research base on youth with disabilities has consisted largely of studies of relatively few youth who were in particular disability categories, in a few school districts or a single state, or in a specific educational placement or treatment

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* All volumes of the statistical almanac series are listed at the conclusion of this introduction.

** Variables discussed in Appendix A include IQ scores; items related to self-care skills, assistive devices receipt of support services; grade point average; and items concerning alterations made to the home, secondary school enrollment and completion status, enrollment in a special school, and participation in occupationally-oriented vocational education.

program. It has been very difficult to paint a broad picture of students from this fragmented research base. With the NLTS, findings are based on a sample that is large and nationally representative. The data presented here were collected in 1987 for a sample of more than 8,000 youth who represent the national population of secondary special education students who were ages 13 to 21 in the 1985-86 school year. The sample permits us to estimate with fairly high precision many of the characteristics of youth with disabilities and their experiences in adolescence and early adulthood. Further, the sample is nationally representative of 1985-86 secondary special education students both as a whole and for those in each of the 11 federal disability categories separately (see the "Descriptive Results" section for definitions of these categories). Therefore, for the first time we know what the transition experiences were for youth with emotional disturbances, for example, and how they differed from those of youth with orthopedic impairments or multiple handicaps.

The NLTS is also unusual in its longitudinal design. The students for whom data were gathered in 1987 are being retained in the study so that follow-up data can be collected about them in 1990. These follow-up data will enable the estimation of trends in experiences as youth age. For example, we will be able to describe the movement in and out of jobs and in and out of school that often characterizes youth in their early adult years.

Finally, the NLTS is extremely broad in scope, gathering information on a wide range of characteristics, experiences, and outcomes of youth with disabilities, including the following:

- ***Individual and family characteristics*** (e.g., demographics, disability-related characteristics).
- ***Independent functioning*** (e.g., residential independence, financial independence, functional abilities).
- ***Social experiences*** (e.g., belonging to school or community groups, socializing with friends).
- ***School programs*** (e.g., courses taken, support services provided, educational placements).
- ***School characteristics and policies*** (e.g., type of school attended, policies related to mainstreaming, programs available for special education students).
- ***School achievement and completion*** (e.g., grades received, absenteeism, dropout/graduation behaviors).
- ***Employment characteristics*** (e.g., rates of employment, job types and duration, wages).
- ***Postsecondary education participation*** (in vocational schools and 2-year and 4-year colleges.)

- ***Services provided by the school and other sources*** (e.g., job training, physical therapy, counseling).

- ***Parental expectations for youth in the areas of education, employment, and independence.***

This breadth of scope provides the most comprehensive picture yet available of youth with disabilities during adolescence and early adulthood.

Many people will be interested in using information from the NLTS for a variety of purposes, and data and findings will be available in a variety of forms. The NLTS project staff from OSEP and SRI will publish reports, papers, and articles on a wide range of topics and offer presentations of findings to many appropriate audiences. However, the richness of the database will support many analyses that are not on the research agenda of the NLTS project itself. For those interested in analyzing the NLTS database to address their own research questions, a data tape and documentation are available for purchase. Others will have questions that can easily be informed by NLTS data without the need for additional computer analyses. The statistical almanacs are intended to satisfy this type of information need.

NLTS data are compiled in the form of statistical almanacs as a way of informing audiences about the breadth of information available from the study. The format of the almanacs is intended to give users a broad understanding of the secondary school and transition experiences of youth with disabilities as a whole and to permit comparative analyses of the experiences and outcomes of youth in each of the 11 federal disability categories. When the NLTS is completed, similar almanacs will report follow-up data, permitting users to identify trends in experiences over time.

Components of the NLTS

The NLTS has several components:

- ***The Parent/Guardian Survey.*** In the summer and fall of 1987, parents were interviewed by telephone to determine information on family background and expectations for the youth in the sample, characteristics of the youth, experiences with special services, the youths' educational attainments (including postsecondary education), employment experiences, and measures of social integration. Parents rather than youth were selected as respondents for the first wave of data collection because of the need for family background information and because, with most students still being in secondary school and living at home, parents were believed to be accurate respondents for the issues addressed. This survey will be repeated in 1990, when youth will be interviewed if they are able to respond.

- ***School Record Abstracts.*** Information has been abstracted from students' school records for their most recent year in secondary school (either the 1985-86 or 1986-87 school year). This information relates to courses taken, grades

achieved (if in a graded program), placement, related services received from the school, status at the end of the year, attendance, IQ, and experiences with minimum competency testing. School transcripts will be collected in 1990 for youth who have been in secondary school at any time since the 1986-87 school year.

- ***School Program Survey***. Schools attended by sample students in the 1986-87 school year were surveyed for information on enrollment, staffing, programs and related services offered to secondary special education students, policies affecting special education programs and students, and community resources for the disabled.

- ***Explanatory Substudies***. Studies involving subsamples of youth are looking in greater depth at students' secondary school programs, the patterns of transition outcomes achieved by youth who were out of secondary school, and the relationship between school experiences and outcomes. Substudies are ongoing, and data from them are not included in this almanac series.

The NLTS Sample

The NLTS sample was constructed in two stages. A sample of 450 school districts was randomly selected from the universe of approximately 14,000 school districts serving secondary (grade 7 or above) special education students,* which had been stratified by region of the country, a measure of district wealth involving the proportion of students in poverty (Orshansky percentile), and student enrollment. Because not enough districts agreed to participate, a replacement sample of 178 additional districts was selected. More than 80 state-supported special schools serving secondary-age deaf, blind, and deaf-blind students were also invited to participate in the study. A total of 303 school districts and 22 special schools agreed to have their students selected for the study.

Analysis of the potential bias of the district sample indicated no systematic bias that would have an impact on study results when participating districts were compared to nonparticipants on several characteristics of the students served, participation in Vocational Rehabilitation programs, the extent of school-based and community resources for the disabled, the configuration of other education agencies serving district students, and metropolitan status (see Javitz and Wagner, 1990 for more information on the LEA sample). Bias may exist, of course, on factors for which data were not available for such comparisons.

Students were selected from rosters compiled by districts, which were instructed to include all special education students in the 1985-86 school year who were in grades 7

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* Special education cooperatives and other special service units were not sampled directly (83% of special education students are served directly by school districts; Moore et al., 1988). However, instructions to districts for compiling student rosters asked districts to include on their listing any students sent from their districts to such cooperatives or special service units. Despite these instructions, some districts may have underreported students served outside the district.

through 12 or whose birthdays were in 1972 or before, whether or not they were served within the district or outside the district (e.g., in a state-supported residential school). Rosters were stratified into 3 age groups (13 to 15, 16 to 18, over 18) for each of the 11 federal disability categories and youth were randomly selected from each age/disability group so that approximately 800 to 1,000 students were selected in each disability category (with the exception of deaf-blind, for which fewer than 100 students were served in the districts and schools included in the sample).

In part because of the time lapse between sample selection and data collection, many students could not be located at the addresses or telephone numbers provided by the schools. Of the 12,833 students selected for the sample, about one-third could not be reached by telephone for the parent interview. (For more than half of these, addresses and telephone numbers were not provided by the schools/districts from which they were sampled.) This relatively high rate of inability to reach sample members confirmed the importance of including in the NLTS a substudy of nonrespondents to determine whether those who were reached for the telephone interview were a representative sample of the population to which the study was intended to generalize. To identify whether bias existed in the interview sample, interviewers went to 28 school districts with relatively high nonresponse rates to locate and interview in person those who could not be reached by telephone. Of the 554 sought for in-person interviews, 442 were found and interviewed, a response rate of 80%. A comparison of telephone interview respondents with in-person interview respondents showed that the telephone sample underrepresented lower-income households. The sample was reweighted to adjust for that bias, as described in the next section.

Of the 10,369 sampled students for whom addresses or telephone numbers were provided by schools or districts, some portion of the needed data was collected for 84%; the response rates for individual components of the study were as follows:

	N	Response Rate
Parent interview	7619	71%
School records	6241	60
School survey	6672	64

Weighting Procedures and the Population to Which Data Generalize

Youth with disabilities for whom data could be gathered were weighted to represent the U.S. population of special education students in the 1985-86 school year who were in grades 7 through 12 or at least 13 years old. Because it is a sample of students at various ages, the NLTS sample does not generalize to youth who had dropped out of school before that age. For example, the sample of 18-year-olds generalizes to youth

who were 18 and still in secondary school in 1985-86, not to all 18-year-olds with disabilities, many of whom may have left school at an earlier age.

In performing sample weighting, three mutually exclusive groups of sample members were distinguished:

(A) Youth whose parents responded to the telephone interview.

(B) Youth whose parents did not respond to the telephone interview but were interviewed in person.

(C) Youth whose parents did not respond to either the telephone or in-person interview but for whom the we obtained a record abstract.

A major concern in weighting was to determine whether there was a nonresponse bias and to calculate the weights in such a way as to minimize that bias. There was a potential for three types of nonresponse bias:*

(1) Bias due to the inability to locate respondents because they had moved or had nonworking telephone numbers.

(2) Bias due to refusal to complete an interview (only 3% of those available to be interviewed refused).

(3) Bias due to circumstances that made it infeasible to locate or process a student's school record.

Of these three types of nonresponse, the first was believed to be the most important, in terms of both frequency and influence on the analysis. Type 1 bias was also the only type of nonresponse that could be estimated and corrected.

The magnitude of type 1 nonresponse bias was estimated by comparing responses to items available for the three groups of respondents (after adjusting for differences in the frequency with which youth in different disability categories were selected and differences in the size of the LEAs selected). Group A was wealthier, more highly educated, and less likely to be minority than group B. In addition, group A was more likely to have students who graduated from high school than group B or C (which had similar dropout rates). Groups A and B were compared on several additional measures for which data were unavailable for group C. The youth described by the two groups were similar on these additional items, including gender, employment status, pay, functional skills, association with a social group, and length of time since leaving school. Adjusting the weights to eliminate bias in the income distribution eliminated bias in parental educational attainment and ethnic composition, but did not affect differences in

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* We assumed that nonrespondents who could not be located because LEAs did not provide student names would have chosen to participate at about the same rate as parents in districts in which youth could be identified. The remaining nonrespondents would presumably have been distributed between the three types of nonresponse mentioned above.

dropout rates. It was also determined that groups B and C were large enough that if they were treated the same as group A in the weighting process, the resulting dropout distribution would be approximately correct.

Weighting was accomplished using the following steps:

- Data from groups A and B were used to estimate the income distribution for each disability category that would have been obtained in the absence of type 1 nonresponse bias.

- Respondents from all three groups were combined and weighted up to the universe by disability category. Weights were computed within strata used to select the sample (i.e., LEA size and wealth, student disability category and age).

- Weights from three low-incidence disability categories (deaf, orthopedically impaired, and visually impaired) were adjusted to increase the effective sample size. These adjustments consisted primarily of slightly increasing the weights of students in larger LEAs and decreasing the weights of students in smaller LEAs. Responses before and after these weighting adjustments were nearly identical. In addition, because there were only three deaf/blind youth from medium-size or smaller districts, who had large weights, they were removed from the sample to increase the effective sample size. Thus, NLTS results do not represent the very small number of deaf/blind students in medium-size or smaller LEAs.

- The resulting weights were adjusted so that each disability category exhibited the appropriate income distribution estimated in step 1 above. These adjustments were of modest magnitude (relative to the range of weights within handicapping condition); the weights of the poorest respondents were multiplied by a factor of approximately 1.6 and the weights of the wealthiest respondents were multiplied by a factor of approximately .7.

Estimation of Standard Errors

The tables in the "Descriptive Results" section present data for the full sample of youth with disabilities and for important subgroups, as defined at the beginning of that section. Most of the variables presented in the tables are reported as percentages of youth in the full sample or in the subgroups. In some cases, rather than percentages, the figures refer to means, such as the mean wage earned by employed youth or the mean number of students enrolled in schools attended by youth. Percentages and means are weighted to represent the national population of youth with disabilities and youth in each disability category. However, the percentages and means are only estimates of the actual percentages and means that would be obtained if all youth with disabilities were included in the study. These estimates vary in how closely they approximate the true measures that would be derived from a study of all youth. To aid the reader in determining the precision of the estimates, for each percentage and mean the tables present the approximate standard error and the unweighted number of cases on which the statistic is based.

To determine the precision of a particular percentage or mean, the reader can construct a confidence interval for the estimate by multiplying the standard error by 1.96. The result is the range around the estimate within which the true measure would be found 95 out of 100 times. For example, the NLTS estimates that 88.8% of youth with disabilities attended a comprehensive secondary school during their most recent year in school. The standard error of that estimate, .9, is multiplied by 1.96, letting us assume with 95% confidence that the true rate of attendance at comprehensive secondary schools falls within a range of ±1.8 percentage points, or 87% to 90.6%.

Readers may also want to compare percentages or means for different subgroups to determine, for example, whether the difference in employment rates for males and females with emotional disturbances is statistically significant. To calculate whether the difference between percentages is statistically significant with 95% confidence (often denoted as $p<.05$), the squared difference between the two percentages of interest is divided by the sum of the two squared standard errors. If this product is larger than 3.84, the difference is significant. Presented as a formula, a difference in percentages is statistically significant at the .05 level if:

$$\frac{(P_1 - P_2)^2}{SE_1^2 + SE_2^2} > 1.96^2$$

where P_1 and SE_1 are the first percentage and its standard error and P_2 and SE_2 are the second percentage and its standard error.

The standard errors for the NLTS were computed using procedures that differ from standard calculation routines. Such routines assume a simple random sample. However, the NLTS used a stratified cluster sample design, which introduces design effects that reduce the precision of estimates for a sample of a given size, compared with a simple random sample. The design effects within the NLTS affect the precision of estimates to varying degrees for different subpopulations and different variables. Pseudo-replication is widely accepted as a variance estimation technique in the presence of design effects. However, it is not cost-effective for estimating the standard errors of the thousands of variables and subpopulations tabulated in the 10 volumes of the statistical almanacs. Therefore, pseudo-replication was conducted on a limited number of variables to calibrate an approximation formula that is cost- effective for purposes of the almanacs, using the following procedures:

- A set of 25 variables representing the parent interview, school program survey, and record abstract was identified for the purpose of developing a statistical approximation formula; these included 16 nominal variables and 9 continuous variables.

- Standard errors of the weighted means of the selected variables were estimated in two ways. The first procedure involved pseudo- replication. For each variable, standard errors were calculated for students in each handicap category and for the total sample (300 standard errors) using a partially balanced experimental design specifying how students were to be allocated to 16 half-samples. The sample was split on the basis of the school districts and special schools from which youth were originally sampled. Districts and schools were paired on the basis of enrollment and a measure of poverty, and one member of each pair was assigned to each half-sample. Sample weights for students were computed for each half-sample as if those in the half-sample were the only study participants.

  The following formula was used to estimate the standard error of the mean for students in all conditions:

$$\text{Standard error} = [(1/16)\ \Sigma_i\ (M_i - M)^2]^{1/2}$$

  where M_i is the mean calculated for students in one of the 16 half- samples), M is the mean response calculated from the full sample, and the summation extends over all 16 half-samples. (Note that responses to questions from the school program survey were attached to the records of students in the responding schools so that means for these items were computed using student weights.)

- The second estimation procedure involved an approximation formula based on an estimate of the effective sample size for each handicap category and the total sample. The sampling efficiency (E) for a group was calculated using the following formula:

$$E = M_w^2/(M_w^2 + S_w^2)$$

  where M_w and S_w are the mean and standard deviation of the student weights over all members of the group. The approximation formula for the standard error of the weighted mean of nominal variables is:

$$\text{Standard error} = [P(1-P)/(E \times N)]^{1/2}$$

  where P is the full-sample weighted proportion of "yes" responses to a particular question in the group, N is the unweighted number of "yes" or "no" responses to the question in the group, and E is the sampling efficiency of the group. The approximation formula for the standard error of the mean of a continuous variable is:

$$\text{Standard error} = [S^2/(N \times E)]^{1/2}$$

  where S^2 is the variance of responses in the group for the continuous variable (computed with frequencies equal to full-sample weights) and N is the unweighted number of respondents to the question in the group. These formulas were used to compute a total of 300 standard errors for the same variables and groups addressed using pseudo-replication.

- To assess the accuracy of the standard errors produced by these formulas, we used scatter plots to compare them with standard errors produced using pseudo-replication. For both nominal and continuous variables, the approximate best fit was a 45 degree line. That is, on average, the formula based on estimates of

effective sample size neither systematically overestimated nor underestimated the standard error obtained using pseudo-replication, arguing for use of the more cost-effective estimation formulas. However, because error remains in the estimates that might result in underestimating the true standard errors in some instances, we took a conservative approach and multiplied the standard errors produced using the estimation formulas by 1.25. The vast majority of the standard errors so obtained were larger than the standard errors obtained by pseudo-replication. Thus, the standard errors included in the almanacs were calculated using the effective sample size estimation formulas and increased by a factor of 1.25.

Caveats to Users of the Data

To minimize the potential that data in the statistical almanacs will be misinterpreted, the user should keep in mind the following considerations.

- ***Estimation of Sampling Errors.*** The data tables contain approximate standard errors for means and percentages; the previous section instructs users in how to use them to calculate confidence intervals and to determine whether differences between estimates are statistically significant. Users should interpret data in light of the standard errors. Percentages or means based on subgroups with relatively few cases have a considerably greater margin of error than those based on larger subgroups.

- ***Subgroup Definitions.*** The "Descriptive Results" section begins with a definition of the subgroups for which data are reported. Users should be clear about the definition of these groups to avoid misinterpreting the brief labels contained in the tables. Of particular note are the subgroups based on the youth's designated disability. Assignment to a disability category is based on the primary disability designated by the youth's school or district in the 1985-86 school year. Category definitions, assessment methods, and rules of thumb for categorizing students vary widely between states and often between school districts within states. NLTS data should not be interpreted as describing youth who truly had a particular disability, but rather as describing youth who were categorized as having that disability by their school or district. Further, youth who had been institutionalized more than a year are included in the base on which statistics are calculated only for Tables 1, 3, 4, 8, 28 through 35, and 38; they are excluded from other tables because of the skip logic of the interview.

- ***Sources of Data and Data Reliability.*** Each table indicates the source of the data reported in it (e.g., parent interview, school records). The confidence the user places in the data should be based in part on a recognition of their source. The accuracy of parent reports about their adolescent or adult children may vary depending on the subject of an item. For example, parents were expected to be quite accurate reporters of data on family characteristics, but to be less aware of--and, therefore, report less accurately on--the kinds of services their children were provided in school or by other agencies. When two sources of data were available for a given item (e.g., parent reports and school record indications of whether the youth graduated or dropped out), consistency checks were performed. For many variables, a high level of agreement was found; for other items, larger discrepancies were noted. Appendix A presents decision rules used to resolve such discrepancies. However, for most items, only one source of data was

available, making it impossible to verify the accuracy of the responses. Specific data items potentially subject to bias are discussed in Appendix A.

- ***Items of a Sensitive Nature.*** A few items in the parent interview asked parents to report what they might consider negative behaviors on the part of their children, such as whether the youth had ever been arrested or been fired from a job. The tendency for respondents to give socially acceptable answers to such items raises the question of the accuracy of parent reports for sensitive items. Although there is no objective validation of responses available to the NLTS, several factors suggest that parent reports produced generally valid data for these items: a low level of nonresponse to such items; a reasonably large number of respondents reporting negative behaviors (e.g., parents of 21% of youth who had been out of school 1 to 2 years indicated the youth had been arrested; 32% of exiters from secondary school were reported to have dropped out of school); and strong evidence of construct validity based on observed relationships among variables.

- ***Missing Data.*** Missing data result from item nonresponse, the absence of the whole instrument from which an item was taken, or a logical skip of an item because it was inappropriate to a particular respondent (e.g., some items were asked only of parents of youth with particular kinds of disabilities). Missing data of all kinds were eliminated from calculations of percentages and means. Hence, the reported percentages and means are based on those for whom the question was appropriate and who answered the question. The approximate standard errors increase as the sample size decreases, drawing the user's attention to statistics that are based on particularly small samples.

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TITLES IN THE NLTS STATISTICAL ALMANAC SERIES

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 1: Overview.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 2: Youth Categorized as Learning Disabled.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 3: Youth Categorized as Emotionally Disturbed.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 4: Youth Categorized as Speech Impaired.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 5: Youth Categorized as Mentally Retarded.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 6: Youth Categorized as Visually Impaired.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 7: Youth Categorized as Hearing Impaired.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 8: Youth Categorized as Orthopedically Impaired.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 9: Youth Categorized as Other Health Impaired.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 10: Youth Categorized as Multiply Handicapped.

DESCRIPTIVE RESULTS

This section of the statistical almanac presents data related to special education students categorized by the school or district they attended in the 1985-86 school year as having serious emotional disturbances. This category is defined as youth who exhibit behavior disorders over a long period of time that adversely affect educational performance, including: an inability to learn that cannot be explained by intellectual, sensory, or health factors; an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; inappropriate types of behaviors or feelings under normal circumstances; a general pervasive mood of unhappiness or depression; or a tendency to develop physical symptoms or fears associated with personal or school problems. The tables describe:

- Youths' individual and household characteristics
- Characteristics of students' schools and educational programs
- Programs available to secondary students with disabilities
- Services received by youth with disabilities
- Youth outcomes.

Each table in the volume has two parts. Part A presents data for the appropriate full sample of youth categorized as having serious emotional disturbances and for youth with serious emotional disturbances in the following subgroups:

- ***Community.*** The type of community in which the youth last attended secondary school, based on Department of Commerce definitions of metropolitan statistical areas (MSAs), is described as urban (central city within an MSA), suburban (area surrounding a central city with an MSA), or rural (areas outside MSAs).

- ***Gender.*** Youth are distinguished as male or female on the basis of parent reports, school rosters, or, in the absence of these sources, inference from the student's name (for a minimal number of cases).

- ***Age in 1987.*** Youth are categorized by age as 15 or 16, 17 or 18, or 19 or older on the basis of birthdates provided by schools or parents.

- ***School status.*** Using parent and school reports,* youth are categorized as:

  - ***In-school.*** Enrolled in secondary school in the 1985-86 school year and still enrolled in secondary school at the time of the parent interview.

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* See Appendix A for more detailed information on construction of the school status variable.

- ***Out 1 Year or Less.*** Enrolled in secondary school in the 1985-86 school year, and enrolled in secondary school at some time in the year before the parent interview, but no longer enrolled at the time of the interview. These youth include dropouts and completers of the 1986-87 school year.

- ***Out 1 to 2 Years.*** Enrolled in secondary school in the 1985-86 school year, not enrolled in secondary school at the time of the parent interview, and not enrolled at any time in the year before the interview. These youth include dropouts and completers of the 1985-86 school year.

Part B presents data for youth with serious emotional disturbances in the following subgroups:

- ***Household Income.*** Youth are distinguished as to whether parents reported the annual 1986 household income before taxes as less than $12,000, $12,000 to $24,999, or $25,000 or more.

- ***Ethnicity.*** Using parent reports, youth are categorized as Black, White, or Hispanic. Youth from other ethnic backgrounds (e.g., Asian, Alaskan native) are too few to distinguish as a separate category.

- ***Head of household education.*** Using parent reports, youth are distinguished according to whether the head of household did not complete high school, was a high school graduate with no college training, or had some college education or a college or graduate degree.

Note that many items in the almanacs permitted more than one response so that percentages often will not add to 100%. Sample sizes vary among tables for the same group because of differing response rates for items taken from different instruments. Also, the sample sizes for subgroups may not sum to the sample size in the total column because of missing values for the variables used to define the subgroups. Some items refer only to specific subgroups (e.g., grade point average for students receiving grades). Appendix B contains data tables that present the size of these subgroups (e.g., the weighted percentage and unweighted number of students who received grades). Statistics based on subgroups of fewer than 15 respondents are omitted. Standard errors are in parentheses.

Statistical Tables

Table 1A: DEMOGRAPHIC CHARACTERISTICS OF YOUTH WITH EMOTIONAL DISTURBANCES

Characteristics of Youth	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage of youth:												
15 or 16 years old	36.9	46.4	35.0	34.5	37.5	35.3	100	0.0	0.0	55.2	14.1	10.0
	(2.4)	(4.8)	(4.2)	(5.2)	(2.8)	(5.1)	(0.0)	(0.0)	(0.0)	(3.4)	(3.6)	(3.3)
17 or 18 years old	39.0	37.7	37.6	42.3	38.2	41.6	0.0	100	0.0	36.7	44.6	39.3
	(2.5)	(4.7)	(4.3)	(5.4)	(2.8)	(5.3)	(0.0)	(0.0)	(0.0)	(3.3)	(5.2)	(5.4)
19 to 21 years old	22.7	15.2	27.1	23.1	22.9	22.0	0.0	0.0	94.3	7.9	39.9	45.8
	(2.1)	(3.5)	(3.9)	(4.6)	(2.4)	(4.4)	(0.0)	(0.0)	(2.1)	(1.9)	(5.1)	(5.5)
More than 21 years old	1.4	0.7	0.4	0.0	1.4	1.1	0.0	0.0	5.7	0.2	1.4	4.9
	(0.6)	(0.8)	(0.5)	(0.0)	(0.7)	(1.1)	(0.0)	(0.0)	(2.1)	(0.3)	(1.2)	(2.4)
Number of respondents	779	209	256	153	601	176	230	278	271	387	186	188
Average age	17.3	17.0	17.4	17.3	17.3	17.3	15.6	17.5	19.7	16.6	18.1	18.6
	(0.1)	(0.1)	(0.1)	(0.2)	(0.1)	(0.2)	(0.0)	(0.0)	(0.1)	(0.1)	(0.2)	(0.2)
Number of respondents	779	209	256	153	601	176	230	278	271	387	186	188
Percentage who were male	76.4	71.7	80.4	77.9	100	0.0	77.5	74.8	77.3	78.3	73.1	72.3
	(2.1)	(4.4)	(3.5)	(4.6)	(0.0)	(0.0)	(3.7)	(3.6)	(3.7)	(2.8)	(4.6)	(5.0)
Number of respondents	777	209	256	152	601	176	230	277	270	387	186	186
Percentage who were:												
Black, not Hispanic	25.1	37.5	15.2	11.5	23.9	29.0	23.2	26.4	26.2	23.7	22.3	33.8
	(2.4)	(5.0)	(3.4)	(4.1)	(2.7)	(5.3)	(4.0)	(4.0)	(4.4)	(3.1)	(4.9)	(6.1)
White, not Hispanic	67.1	51.4	81.4	80.3	69.1	61.2	72.1	62.7	66.3	68.9	69.9	57.1
	(2.6)	(5.1)	(3.7)	(5.1)	(3.0)	(5.7)	(4.3)	(4.4)	(4.8)	(3.4)	(5.4)	(6.4)
Hispanic	6.0	10.0	1.3	6.3	6.0	6.1	4.2	8.3	5.4	7.0	3.2	6.0
	(1.3)	(3.1)	(1.1)	(3.1)	(1.5)	(2.8)	(1.9)	(2.5)	(2.3)	(1.9)	(2.1)	(3.1)
American Indian/Alaskan Native	0.9	0.0	0.7	1.8	0.0	3.7	0.0	1.9	0.8	0.0	2.6	2.1
	(0.5)	(0.0)	(0.8)	(1.7)	(0.0)	(2.2)	(0.0)	(1.2)	(0.9)	(0.0)	(1.8)	(1.9)
Asian/Pacific Islander	0.1	0.0	0.5	0.0	0.2	0.0	0.0	0.0	0.6	0.0	0.0	0.8
	(0.2)	(0.0)	(0.7)	(0.0)	(0.3)	(0.0)	(0.0)	(0.0)	(0.8)	(0.0)	(0.0)	(1.2)
Other	0.7	1.1	1.0	0.0	0.9	0.0	0.6	0.7	0.8	0.3	2.0	0.1
	(0.5)	(1.1)	(0.9)	(0.0)	(0.6)	(0.0)	(0.7)	(0.8)	(0.9)	(0.4)	(1.6)	(0.5)
Number of respondents	644	185	226	115	494	150	197	228	219	344	153	146
Percentage who spoke at home:												
English	98.2	98.4	99.8	96.8	97.9	99.1	99.0	98.5	96.3	98.5	97.2	98.3
	(0.8)	(1.3)	(0.4)	(2.2)	(0.9)	(1.1)	(1.0)	(1.1)	(1.9)	(0.9)	(1.9)	(1.7)
Another spoken language	1.4	1.3	0.2	3.2	1.5	0.9	1.0	0.9	2.7	1.1	1.7	1.6
	(0.7)	(1.2)	(0.4)	(2.2)	(0.8)	(1.1)	(1.0)	(0.9)	(1.6)	(0.8)	(1.5)	(1.7)
No spoken language	0.5	0.2	0.0	0.0	0.6	0.0	0.0	0.6	1.0	0.4	1.0	0.1
	(0.4)	(0.5)	(0.0)	(0.0)	(0.5)	(0.0)	(0.0)	(0.7)	(1.0)	(0.5)	(1.2)	(0.4)
Number of respondents	632	180	222	115	486	146	190	226	216	341	151	140

Source: Parent interviews

Table 1B: DEMOGRAPHIC CHARACTERISTICS OF YOUTH WITH EMOTIONAL DISTURBANCES

Characteristics of Youth	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage of youth:									
15 or 16 years old	38.0	43.3	35.0	35.2	41.0	26.2	38.9	37.6	37.7
	(5.6)	(5.1)	(4.0)	(5.7)	(3.2)	(11.1)	(4.7)	(5.0)	(4.8)
17 or 18 years old	41.9	33.5	40.1	40.5	36.0	52.8	42.4	37.2	34.0
	(5.7)	(4.8)	(4.1)	(5.9)	(3.1)	(12.6)	(4.8)	(5.0)	(4.7)
19 to 21 years old	17.5	22.5	24.2	21.3	22.0	21.0	17.4	23.3	27.1
	(4.4)	(4.3)	(3.6)	(4.9)	(2.7)	(10.3)	(3.7)	(4.4)	(4.4)
More than 21 years old	2.7	0.7	0.7	3.0	1.0	0.0	1.3	1.9	1.1
	(1.9)	(0.9)	(0.7)	(2.1)	(0.7)	(0.0)	(1.1)	(1.4)	(1.1)
Number of respondents	137	171	256	141	464	31	209	186	196
Average age	17.3	17.1	17.4	17.4	17.2	17.4	17.2	17.3	17.4
	(0.2)	(0.2)	(0.1)	(0.2)	(0.1)	(0.3)	(0.2)	(0.2)	(0.2)
Number of respondents	137	171	256	141	464	31	209	186	196
Percentage who were male	71.1	78.7	75.6	71.6	77.6	75.1	72.2	78.1	75.9
	(5.2)	(4.2)	(3.6)	(5.4)	(2.7)	(10.9)	(4.3)	(4.3)	(4.3)
Number of respondents	137	171	256	141	464	31	209	186	196
Percentage who were:									
Black, not Hispanic	38.6	20.7	12.7	100	0.0	0.0	32.3	20.4	14.7
	(5.6)	(4.1)	(2.8)	(0.0)	(0.0)	(0.0)	(4.5)	(4.2)	(3.5)
White, not Hispanic	48.9	74.4	83.2	0.0	100	0.0	58.0	73.3	78.4
	(5.8)	(4.5)	(3.2)	(0.0)	(0.0)	(0.0)	(4.8)	(4.6)	(4.1)
Hispanic	8.5	4.1	3.5	0.0	0.0	100	6.8	5.6	5.5
	(3.2)	(2.0)	(1.5)	(0.0)	(0.0)	(0.0)	(2.4)	(2.4)	(2.3)
American Indian/Alaskan Native	2.7	0.0	0.0	0.0	0.0	0.0	2.2	0.0	0.0
	(1.9)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(1.4)	(0.0)	(0.0)
Asian/Pacific Islander	0.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.6
	(0.7)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.7)
Other	0.8	0.8	0.6	0.0	0.0	0.0	0.7	0.6	0.9
	(1.1)	(0.9)	(0.6)	(0.0)	(0.0)	(0.0)	(0.8)	(0.8)	(0.9)
Number of respondents	137	171	256	141	464	31	209	186	196
Percentage who spoke at home:									
English	96.8	98.1	99.9	99.7	99.4	77.6	96.6	100	99.1
	(2.0)	(1.4)	(0.2)	(0.6)	(0.5)	(10.7)	(1.7)	(0.0)	(1.0)
Another spoken language	2.4	1.9	0.0	0.0	0.0	22.4	2.8	0.0	0.9
	(1.8)	(1.4)	(0.0)	(0.0)	(0.0)	(10.7)	(1.6)	(0.0)	(0.9)
No spoken language	0.7	0.0	0.1	0.3	0.6	0.0	0.6	0.0	0.1
	(1.0)	(0.0)	(0.2)	(0.6)	(0.5)	(0.0)	(0.8)	(0.0)	(0.2)
Number of respondents	137	171	256	136	458	30	209	186	196

Source: Parent interviews.

Table 2A: HOUSEHOLD CHARACTERISTICS OF YOUTH WITH EMOTIONAL DISTURBANCES

Characteristics of Households	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in households with:												
A single parent	44.3	60.4	37.7	28.6	43.5	46.7	39.3	51.2	41.2	42.8	44.3	50.7
	(2.9)	(5.3)	(4.7)	(5.8)	(3.3)	(6.0)	(4.8)	(4.8)	(5.2)	(3.7)	(6.0)	(7.2)
Neither natural parent	6.0	4.0	8.9	4.7	6.8	3.3	4.0	7.7	6.3	5.0	8.9	6.0
	(1.4)	(2.2)	(2.8)	(2.8)	(1.7)	(2.3)	(2.0)	(2.6)	(2.6)	(1.7)	(3.5)	(3.5)
Other disabled children	19.7	24.1	15.5	22.0	18.4	23.6	22.0	23.2	10.2	22.6	16.2	12.0
	(2.3)	(4.6)	(3.5)	(5.3)	(2.6)	(5.1)	(4.1)	(4.0)	(3.2)	(3.1)	(4.5)	(4.7)
Disabled head of household	12.3	16.6	7.0	8.5	10.6	17.7	12.4	14.0	9.4	10.2	15.1	17.8
	(1.9)	(4.0)	(2.5)	(3.6)	(2.0)	(4.6)	(3.3)	(3.3)	(3.1)	(2.3)	(4.3)	(5.6)
Number of respondents	570	157	215	106	441	129	172	203	195	314	141	115
Average number of children in household	2.3	2.3	2.2	2.6	2.3	2.2	2.3	2.4	2.0	2.3	2.3	1.9
	(0.1)	(0.2)	(0.1)	(0.2)	(0.1)	(0.2)	(0.1)	(0.1)	(0.2)	(0.1)	(0.2)	(0.2)
Number of respondents	603	169	217	114	462	141	185	215	203	335	145	123
Percentage with head of household with highest education being:												
Some high school	43.7	48.8	32.6	46.8	42.1	48.5	44.5	48.0	35.2	42.8	44.3	47.0
	(2.9)	(5.5)	(4.5)	(6.5)	(3.3)	(6.0)	(5.0)	(4.8)	(5.0)	(3.7)	(6.0)	(7.2)
High school diploma	29.1	30.0	31.3	31.7	30.4	25.4	28.6	28.0	31.6	29.0	30.5	27.6
	(2.7)	(5.0)	(4.5)	(6.0)	(3.1)	(5.3)	(4.5)	(4.3)	(4.9)	(3.4)	(5.6)	(6.5)
Some college or 2-year degree	18.0	15.7	25.4	14.6	18.2	17.5	20.2	15.1	19.2	20.0	14.6	14.0
	(2.2)	(4.0)	(4.2)	(4.6)	(2.6)	(4.6)	(4.0)	(3.4)	(4.1)	(3.0)	(4.3)	(5.0)
4-year college degree or more	9.2	5.5	10.7	6.9	9.4	8.7	6.6	8.9	13.9	8.2	10.6	11.5
	(1.7)	(2.5)	(3.0)	(3.3)	(1.9)	(3.4)	(2.5)	(2.7)	(3.6)	(2.1)	(3.7)	(4.6)
Number of respondents	591	164	216	112	451	140	181	210	200	330	141	120

Source: Parent interviews

Table 2B: HOUSEHOLD CHARACTERISTICS OF YOUTH WITH EMOTIONAL DISTURBANCES

Characteristics of Households	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in households with:									
A single parent	64.1	47.5	17.2	68.9	34.7	49.7	49.5	40.6	40.1
	(5.6)	(5.1)	(3.2)	(5.8)	(3.2)	(13.2)	(4.9)	(5.1)	(4.9)
Neither natural parent	0.9	7.7	8.8	4.6	6.4	2.6	3.1	5.1	8.6
	(1.2)	(2.9)	(2.4)	(2.8)	(1.7)	(4.5)	(1.8)	(2.3)	(2.8)
Other disabled children	23.9	16.3	18.4	19.4	20.0	19.8	27.0	18.1	10.4
	(5.0)	(3.8)	(3.3)	(5.0)	(2.7)	(10.5)	(4.3)	(4.0)	(3.1)
Disabled head of household	23.3	9.0	3.2	13.3	11.6	11.0	21.7	5.0	3.2
	(4.9)	(2.9)	(1.5)	(4.3)	(2.2)	(8.4)	(4.0)	(2.2)	(1.8)
Number of respondents	119	155	254	113	423	25	183	182	191
Average number of children in household	2.4	2.0	2.2	2.3	2.2	2.7	2.4	2.2	2.1
	(0.2)	(0.1)	(0.1)	(0.2)	(0.1)	(0.4)	(0.1)	(0.1)	(0.1)
Number of respondents	137	171	256	127	439	29	209	186	196
Percentage with head of household with highest education being:									
Some high school	68.5	39.2	18.9	58.6	37.3	48.7	100	0.0	0.0
	(5.4)	(5.0)	(3.3)	(6.3)	(3.3)	(13.2)	(0.0)	(0.0)	(0.0)
High school diploma	21.5	32.6	33.5	24.7	31.4	26.9	0.0	100	0.0
	(4.8)	(4.8)	(4.0)	(5.5)	(3.2)	(11.7)	(0.0)	(0.0)	(0.0)
Some college or 2-year degree	8.9	21.7	26.7	12.2	20.4	17.6	0.0	0.0	66.2
	(3.3)	(4.2)	(3.7)	(4.2)	(2.7)	(10.1)	(0.0)	(0.0)	(4.7)
4-year college degree or more	1.1	6.4	20.9	4.4	11.0	6.8	0.0	0.0	33.8
	(1.2)	(2.5)	(3.4)	(2.6)	(2.1)	(6.6)	(0.0)	(0.0)	(4.7)
Number of respondents	133	169	254	123	432	28	209	186	196

Source: Parent interviews.

Table 2A: HOUSEHOLD CHARACTERISTICS OF YOUTH WITH EMOTIONAL DISTURBANCES (Concluded)

Characteristics of Households	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in household with 1986 annual income:												
Less than $12,000	38.2	49.9	19.1	39.1	36.3	43.9	37.4	41.4	34.0	35.8	41.2	44.1
	(2.9)	(5.7)	(4.0)	(6.4)	(3.3)	(6.2)	(5.0)	(4.9)	(5.2)	(3.7)	(6.2)	(7.4)
$12,000 to $24,999	32.1	30.2	33.1	36.1	33.8	27.3	35.9	27.9	33.0	34.0	28.0	30.2
	(2.8)	(5.2)	(4.8)	(6.3)	(3.3)	(5.6)	(4.9)	(4.5)	(5.2)	(3.7)	(5.7)	(6.9)
$25,000 to $37,999	15.7	12.1	24.9	12.2	15.5	16.1	14.8	17.8	13.7	16.9	12.7	14.9
	(2.2)	(3.7)	(4.4)	(4.3)	(2.5)	(4.6)	(3.6)	(3.8)	(3.8)	(2.9)	(4.2)	(5.3)
$38,000 to $50,000	7.9	5.6	11.1	6.4	8.5	6.0	6.5	7.3	11.3	7.1	10.3	7.8
	(1.6)	(2.6)	(3.2)	(3.2)	(1.9)	(3.0)	(2.5)	(2.6)	(3.5)	(2.0)	(3.9)	(4.0)
More than $50,000	6.1	2.1	11.8	6.2	5.9	6.7	5.6	5.6	8.0	6.3	7.8	3.1
	(1.5)	(1.6)	(3.3)	(3.2)	(1.6)	(3.1)	(2.3)	(2.3)	(3.0)	(1.9)	(3.4)	(2.6)
Number of respondents	552	152	196	108	422	130	173	197	182	309	131	112
Percentage in households that received:												
Social Security Disability Income	9.5	8.4	8.2	12.0	9.7	8.7	10.0	9.6	8.3	9.0	10.2	10.5
	(1.7)	(3.1)	(2.7)	(4.2)	(2.0)	(3.4)	(3.0)	(2.8)	(2.9)	(2.1)	(3.7)	(4.2)
Social Security survivors benefits	8.2	10.2	7.3	7.6	7.1	11.8	5.5	10.5	9.0	7.6	9.3	9.6
	(1.6)	(3.3)	(2.5)	(3.4)	(1.7)	(3.9)	(2.3)	(2.9)	(3.0)	(2.0)	(3.5)	(4.1)
Supplemental Security Income	11.3	14.8	3.7	7.6	10.9	12.5	8.8	11.3	15.2	9.8	13.0	15.2
	(1.8)	(3.9)	(1.8)	(3.4)	(2.1)	(4.0)	(2.8)	(3.0)	(3.7)	(2.2)	(4.1)	(5.0)
Medicaid or equivalent	23.2	32.1	11.4	14.9	20.9	29.9	22.1	25.7	20.7	23.2	19.6	27.9
	(2.4)	(5.1)	(3.1)	(4.6)	(2.7)	(5.5)	(4.1)	(4.2)	(4.2)	(3.2)	(4.8)	(6.2)
Aid to Families with Dependent Children	11.8	16.8	5.4	10.6	10.8	15.0	10.6	15.3	8.0	12.7	9.9	10.6
	(1.9)	(4.1)	(2.2)	(3.9)	(2.1)	(4.3)	(3.1)	(3.4)	(2.8)	(2.5)	(3.6)	(4.2)
Public assistance	9.9	16.0	3.0	10.3	9.2	12.1	8.2	13.7	6.5	11.1	7.9	7.8
	(1.7)	(4.0)	(1.7)	(3.9)	(1.9)	(4.0)	(2.8)	(3.3)	(2.5)	(2.3)	(3.3)	(3.7)
Food stamps	22.9	33.0	10.2	21.1	22.0	25.5	26.8	25.4	12.5	22.7	19.0	29.3
	(2.4)	(5.2)	(2.9)	(5.2)	(2.7)	(5.3)	(4.4)	(4.1)	(3.4)	(3.1)	(4.7)	(6.3)
Other benefits	10.9	12.8	9.4	10.7	9.9	13.8	13.7	10.3	7.4	11.1	12.7	7.4
	(1.8)	(3.7)	(2.8)	(4.0)	(2.0)	(4.2)	(3.4)	(2.9)	(2.7)	(2.3)	(4.0)	(3.6)
None of these benefits	51.7	41.6	64.6	55.6	53.7	45.9	51.0	48.6	58.3	51.3	53.7	50.7
	(2.9)	(5.3)	(4.6)	(6.3)	(3.2)	(5.9)	(4.9)	(4.6)	(5.0)	(3.7)	(5.9)	(6.7)
Number of respondents	586	161	210	112	448	136	177	206	201	326	139	120

Source: Parent interviews.

Table 2B: HOUSEHOLD CHARACTERISTICS OF YOUTH WITH EMOTIONAL DISTURBANCES (Concluded)

Characteristics of Households	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in household with 1986 annual income:									
Less than $12,000	100	0.0	0.0	59.4	27.6	58.3	58.3	28.3	13.9
	(0.0)	(0.0)	(0.0)	(6.4)	(3.2)	(14.2)	(4.9)	(4.9)	(3.6)
$12,000 to $24,999	0.0	100	0.0	26.8	35.3	23.8	28.6	36.7	33.3
	(0.0)	(0.0)	(0.0)	(5.8)	(3.4)	(12.2)	(4.5)	(5.3)	(4.9)
$25,000 to $37,999	0.0	0.0	52.8	10.2	19.0	6.1	7.7	23.2	21.6
	(0.0)	(0.0)	(4.3)	(3.9)	(2.8)	(6.9)	(2.7)	(4.6)	(4.3)
$38,000 to $50,000	0.0	0.0	26.6	1.9	10.0	7.9	4.0	5.5	17.2
	(0.0)	(0.0)	(3.8)	(1.8)	(2.1)	(7.7)	(2.0)	(2.5)	(3.9)
More than $50,000	0.0	0.0	20.6	1.7	8.1	4.0	1.4	6.3	13.9
	(0.0)	(0.0)	(3.5)	(1.7)	(1.9)	(5.6)	(1.2)	(2.6)	(3.6)
Number of respondents	137	171	244	118	402	24	196	167	182
Percentage in households that received:									
Social Security Disability Income	11.8	12.9	3.9	8.3	10.4	0.0	14.3	5.4	6.4
	(3.8)	(3.4)	(1.6)	(3.6)	(2.1)	(0.0)	(3.4)	(2.4)	(2.5)
Social Security survivors benefits	9.0	9.9	6.1	14.4	5.4	11.2	7.8	8.9	8.6
	(3.3)	(3.1)	(2.0)	(4.5)	(1.5)	(8.5)	(2.6)	(3.0)	(2.8)
Supplemental Security Income	17.0	9.0	4.8	21.4	7.3	19.5	17.2	9.6	3.4
	(4.4)	(3.0)	(1.8)	(5.3)	(1.8)	(10.7)	(3.7)	(3.1)	(1.8)
Medicaid or equivalent	42.5	15.4	7.4	41.1	17.0	27.7	33.9	14.6	13.2
	(5.8)	(3.7)	(2.2)	(6.3)	(2.6)	(12.1)	(4.6)	(3.7)	(3.4)
Aid to Families with Dependent Children	21.5	9.0	0.6	22.3	8.1	15.2	18.2	7.4	5.0
	(4.8)	(2.9)	(0.6)	(5.4)	(1.9)	(9.7)	(3.8)	(2.7)	(2.2)
Public assistance	21.0	4.6	1.0	16.9	6.5	23.8	15.3	6.9	3.2
	(4.8)	(2.1)	(0.8)	(4.9)	(1.7)	(11.5)	(3.5)	(2.6)	(1.8)
Food stamps	48.1	13.6	0.9	39.6	16.3	34.3	34.1	15.4	10.4
	(5.8)	(3.5)	(0.8)	(6.3)	(2.5)	(12.8)	(4.6)	(3.8)	(3.1)
Other benefits	11.0	12.4	9.3	8.5	12.0	8.6	14.0	9.5	7.7
	(3.6)	(3.4)	(2.5)	(3.6)	(2.2)	(7.6)	(3.4)	(3.0)	(2.7)
None of these benefits	27.5	54.0	75.9	36.7	58.5	42.4	35.9	60.4	65.8
	(5.2)	(5.1)	(3.6)	(6.0)	(3.3)	(12.9)	(4.6)	(5.1)	(4.7)
Number of respondents	133	167	252	120	430	27	204	182	190

Source: Parent interviews

Table 3A: CHARACTERISTICS OF COMMUNITIES IN WHICH YOUTH WITH EMOTIONAL DISTURBANCES ATTENDED SECONDARY SCHOOL

Community Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage who attended school in area that was:												
Urban	39.5	100	0.0	0.0	37.1	47.2	46.5	38.3	28.8	42.4	35.7	35.6
	(2.8)	(0.0)	(0.0)	(0.0)	(3.1)	(6.0)	(4.8)	(4.4)	(4.7)	(3.7)	(5.4)	(6.6)
Suburban	34.0	0.0	100	0.0	35.9	28.2	30.2	32.9	43.0	31.7	41.3	32.8
	(2.7)	(0.0)	(0.0)	(0.0)	(3.1)	(5.4)	(4.4)	(4.3)	(5.2)	(3.5)	(5.6)	(6.5)
Rural	26.5	0.0	0.0	100	27.0	24.6	23.3	28.8	28.3	25.9	23.0	31.6
	(2.5)	(0.0)	(0.0)	(0.0)	(2.8)	(5.2)	(4.1)	(4.1)	(4.7)	(3.3)	(4.8)	(6.4)
Number of respondents	618	209	256	153	480	137	196	227	195	331	159	120
Percentage unemployed in county in which youth attended school	7.2	6.6	6.5	9.7	7.2	7.3	7.1	7.3	7.3	7.0	7.1	8.1
	(0.2)	(0.2)	(0.2)	(0.5)	(0.2)	(0.3)	(0.3)	(0.3)	(0.3)	(0.2)	(0.4)	(0.4)
Number of respondents	779	209	256	153	601	176	230	278	271	387	186	188
Average monthly salary for service occupations in county in which youth attended school	1544	1620	1598	1253	1538	1564	1509	1547	1593	1525	1564	1585
	(12.8)	(18.8)	(18.1)	(15.4)	(14.5)	(27.4)	(19.7)	(21.0)	(25.4)	(16.4)	(27.5)	(31.1)
Number of respondents	779	209	256	153	601	176	230	278	271	387	186	188

Source: Bureau of Labor Statistics.

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Table 3B: CHARACTERISTICS OF COMMUNITIES IN WHICH YOUTH WITH EMOTIONAL DISTURBANCES ATTENDED SECONDARY SCHOOL

Community Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage who attended school in area that was:									
Urban	54.8	37.1	25.7	66.2	31.2	68.2	46.0	38.9	32.0
	(6.5)	(5.4)	(4.0)	(6.4)	(3.3)	(13.4)	(5.3)	(5.4)	(5.1)
Suburban	17.9	34.6	53.2	22.3	41.1	7.3	27.1	36.0	48.2
	(5.0)	(5.3)	(4.6)	(5.6)	(3.5)	(7.5)	(4.7)	(5.4)	(5.5)
Rural	27.4	28.3	21.1	11.5	27.7	24.5	26.8	25.0	19.7
	(5.8)	(5.0)	(3.7)	(4.3)	(3.2)	(12.4)	(4.7)	(4.8)	(4.4)
Number of respondents	106	144	216	110	385	24	174	157	161
Percentage unemployed in county in which youth attended school	7.4	6.9	6.6	7.1	6.7	8.4	7.1	6.8	6.7
	(0.4)	(0.3)	(0.2)	(0.4)	(0.2)	(0.9)	(0.3)	(0.3)	(0.2)
Number of respondents	137	171	256	141	464	31	209	186	196
Average monthly salary for service occupations in county in which youth attended school	1526	1535	1577	1612	1536	1603	1527	1538	1604
	(27.2)	(26.8)	(21.2)	(30.3)	(16.6)	(57.2)	(22.8)	(24.2)	(27.6)
Number of respondents	137	171	256	141	464	31	209	186	196

Source: Bureau of Labor Statistics.

Table 4A: DISABILITY-RELATED CHARACTERISTICS OF YOUTH WITH EMOTIONAL DISTURBANCES

Characteristics of Youth	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage with an additional disability that was:												
Learning disability	11.8	14.7	13.2	9.0	12.4	10.0	11.4	14.0	8.9	11.3	13.2	10.8
	(1.6)	(3.4)	(3.0)	(3.1)	(1.9)	(3.2)	(2.8)	(2.9)	(2.5)	(2.2)	(3.5)	(3.4)
Emotional disturbance	---	---	---	---	---	---	---	---	---	---	---	---
Speech impairment	3.4	4.7	3.2	1.7	2.6	5.2	4.1	1.9	4.6	3.9	2.3	3.2
	(0.9)	(2.1)	(1.5)	(1.4)	(0.9)	(2.4)	(1.7)	(1.1)	(1.9)	(1.3)	(1.6)	(1.9)
Mental retardation	8.1	7.0	7.2	10.0	7.2	11.1	8.3	5.9	11.5	8.8	9.6	5.5
	(1.4)	(2.5)	(2.3)	(3.3)	(1.5)	(3.4)	(2.4)	(1.9)	(2.8)	(1.9)	(3.1)	(2.5)
Visual impairment	0.4	0.8	0.5	0.0	0.0	1.7	0.2	0.4	0.8	0.4	0.8	0.0
	(0.3)	(0.9)	(0.6)	(0.0)	(0.0)	(1.4)	(0.4)	(0.5)	(0.8)	(0.4)	(1.0)	(0.0)
Hard of hearing	0.4	0.3	0.0	0.6	0.4	0.3	0.2	0.8	0.1	0.7	0.0	0.1
	(0.3)	(0.5)	(0.0)	(0.8)	(0.4)	(0.6)	(0.4)	(0.7)	(0.2)	(0.6)	(0.0)	(0.3)
Deafness	0.2	0.5	0.0	0.0	0.0	0.7	0.0	0.4	0.0	0.3	0.0	0.0
	(0.2)	(0.7)	(0.0)	(0.0)	(0.0)	(0.9)	(0.0)	(0.5)	(0.0)	(0.4)	(0.0)	(0.0)
Orthopedic impairment	1.0	1.1	0.5	2.4	0.8	1.6	0.6	0.2	3.0	1.6	0.4	0.1
	(0.5)	(1.0)	(0.6)	(1.7)	(0.5)	(1.3)	(0.7)	(0.4)	(1.5)	(0.9)	(0.7)	(0.4)
Other health impairment	2.5	2.8	2.3	1.8	2.8	1.6	2.7	0.7	5.1	2.7	2.6	2.1
	(0.8)	(1.6)	(1.3)	(1.5)	(0.9)	(1.3)	(1.4)	(0.7)	(2.0)	(1.1)	(1.7)	(1.6)
Number of respondents	779	209	256	153	601	176	230	278	271	387	186	188
Percentage with parents who said youth began having trouble with disability at:												
Birth	8.9	5.1	7.7	8.8	9.3	7.5	7.5	9.1	10.9	9.3	6.2	10.8
	(1.7)	(2.5)	(2.7)	(3.8)	(2.0)	(3.3)	(2.7)	(2.8)	(3.4)	(2.2)	(3.1)	(4.6)
Under 3 years of age	6.0	8.3	4.2	5.2	6.3	5.1	5.8	5.3	7.6	6.5	7.5	1.7
	(1.4)	(3.1)	(2.0)	(3.0)	(1.7)	(2.8)	(2.4)	(2.2)	(2.9)	(1.9)	(3.4)	(1.9)
3 to 5 years of age	16.1	15.2	13.9	16.9	18.0	10.4	18.7	12.2	18.4	15.3	17.1	18.2
	(2.2)	(4.1)	(3.5)	(5.0)	(2.7)	(3.9)	(4.0)	(3.2)	(4.3)	(2.8)	(4.9)	(5.8)
6 to 12 years of age	52.8	55.8	60.9	51.5	52.4	54.0	60.7	51.2	42.2	57.2	47.7	41.1
	(3.0)	(5.6)	(5.0)	(6.7)	(3.5)	(6.3)	(5.1)	(5.0)	(5.5)	(3.8)	(6.4)	(7.3)
More than 12 years of age	16.2	15.6	13.4	17.6	14.0	23.0	7.3	22.2	20.9	11.7	21.4	28.3
	(2.2)	(4.1)	(3.5)	(5.1)	(2.4)	(5.3)	(2.7)	(4.1)	(4.5)	(2.5)	(5.3)	(6.7)
Number of respondents	546	152	194	105	417	129	168	196	182	307	129	110

Source: Parent interviews and students' school records.

Table 4B: DISABILITY-RELATED CHARACTERISTICS OF YOUTH WITH EMOTIONAL DISTURBANCES

Characteristics of Youth	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage with an additional disability that was:									
Learning disability	10.2	7.8	15.9	7.5	12.8	17.8	11.2	11.8	12.3
	(3.5)	(2.7)	(3.1)	(3.1)	(2.2)	(9.6)	(3.0)	(3.3)	(3.3)
Emotional disturbance	---	---	---	---	---	---	---	---	---
Speech impairment	3.0	4.2	2.0	4.3	2.9	1.5	2.9	4.5	1.6
	(2.0)	(2.0)	(1.2)	(2.4)	(1.1)	(3.0)	(1.6)	(2.1)	(1.3)
Mental retardation	7.9	8.3	6.1	10.5	6.3	8.2	5.7	8.0	6.9
	(3.1)	(2.8)	(2.0)	(3.7)	(1.6)	(6.9)	(2.2)	(2.8)	(2.5)
Visual impairment	0.0	0.8	0.6	1.9	0.0	0.0	0.0	0.6	0.9
	(0.0)	(0.9)	(0.7)	(1.6)	(0.0)	(0.0)	(0.0)	(0.8)	(0.9)
Hard of hearing	0.0	0.8	0.1	0.4	0.6	0.0	0.6	0.0	0.1
	(0.0)	(0.9)	(0.2)	(0.7)	(0.5)	(0.0)	(0.7)	(0.0)	(0.2)
Deafness	0.0	0.7	0.0	0.0	0.3	0.0	0.5	0.0	0.0
	(0.0)	(0.9)	(0.0)	(0.0)	(0.4)	(0.0)	(0.7)	(0.0)	(0.0)
Orthopedic impairment	2.4	0.0	1.0	1.4	1.1	0.0	0.0	2.2	1.9
	(1.8)	(0.0)	(0.8)	(1.4)	(0.7)	(0.0)	(0.0)	(1.5)	(1.4)
Other health impairment	3.9	1.3	2.2	3.1	2.5	3.9	1.7	4.5	2.2
	(2.2)	(1.1)	(1.2)	(2.1)	(1.0)	(4.9)	(1.2)	(2.1)	(1.5)
Number of respondents	137	171	256	141	464	31	209	186	196
Percentage with parents who said youth began having trouble with disability at:									
Birth	6.8	6.7	11.4	4.6	10.8	6.2	8.4	9.9	7.0
	(3.1)	(2.7)	(2.8)	(2.8)	(2.2)	(7.0)	(2.9)	(3.3)	(2.7)
Under 3 years of age	8.1	3.8	5.8	6.6	5.6	7.1	7.7	4.6	6.1
	(3.4)	(2.1)	(2.1)	(3.3)	(1.6)	(7.4)	(2.8)	(2.3)	(2.5)
3 to 5 years of age	7.0	20.9	19.9	10.2	18.6	12.8	8.9	15.0	24.7
	(3.2)	(4.4)	(3.6)	(4.0)	(2.7)	(9.6)	(3.0)	(3.9)	(4.6)
6 to 12 years of age	56.3	54.9	48.6	53.9	53.6	37.6	57.8	55.8	45.6
	(6.2)	(5.4)	(4.5)	(6.6)	(3.5)	(14.0)	(5.2)	(5.4)	(5.3)
More than 12 years of age	21.7	13.7	14.3	24.6	11.4	36.3	17.2	14.7	16.7
	(5.2)	(3.7)	(3.1)	(5.7)	(2.2)	(13.9)	(4.0)	(3.9)	(4.0)
Number of respondents	115	151	229	113	403	24	174	167	173

Source: Parent interviews and students' school records.

Table 4A: DISABILITY-RELATED CHARACTERISTICS OF YOUTH WITH EMOTIONAL DISTURBANCES (Concluded)

Characteristics of Youth	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage with parents who said youth began receiving special services for disability at:												
Birth	0.7	0.0	1.0	1.2	0.7	0.6	0.5	0.0	2.2	0.9	0.0	0.7
	(0.5)	(0.0)	(1.0)	(1.5)	(0.6)	(1.0)	(0.7)	(0.0)	(1.6)	(0.7)	(0.0)	(1.3)
Under 3 years of age	2.9	1.8	0.9	1.5	3.4	1.2	2.7	1.6	5.2	3.1	2.8	1.9
	(1.0)	(1.5)	(1.0)	(1.7)	(1.2)	(1.4)	(1.7)	(1.3)	(2.4)	(1.4)	(2.1)	(2.0)
3 to 5 years of age	9.2	9.8	6.3	7.6	10.9	3.5	7.6	10.8	9.1	9.4	10.7	6.1
	(1.8)	(3.4)	(2.5)	(3.6)	(2.2)	(2.4)	(2.8)	(3.1)	(3.1)	(2.3)	(3.9)	(3.5)
6 to 12 years of age	61.1	66.9	67.5	55.9	61.0	61.3	72.3	53.2	55.9	64.6	54.4	55.8
	(3.0)	(5.4)	(4.7)	(6.7)	(3.4)	(6.2)	(4.7)	(5.0)	(5.4)	(3.7)	(6.3)	(7.3)
More than 12 years of age	26.2	21.5	24.1	33.8	23.9	33.4	16.9	34.5	27.7	22.0	32.1	35.4
	(2.7)	(4.7)	(4.3)	(6.4)	(3.0)	(6.0)	(3.9)	(4.7)	(4.9)	(3.2)	(5.9)	(7.0)
Number of respondents	547	151	195	102	420	127	166	195	186	302	132	113
Percentage with IQ of:												
33 or lower	0.8	0.0	1.0	0.0	0.5	1.6	0.8	0.0	1.9	1.2	0.0	0.0
	(0.6)	(0.0)	(1.1)	(0.0)	(0.6)	(1.8)	(1.0)	(0.0)	(1.8)	(1.0)	(0.0)	(0.0)
34 to 50	1.3	2.3	0.7	0.0	0.5	4.1	1.5	0.5	2.1	1.6	1.1	0.3
	(0.8)	(2.0)	(0.9)	(0.0)	(0.5)	(2.8)	(1.4)	(0.8)	(1.8)	(1.1)	(1.5)	(0.9)
51 to 70	10.9	8.8	8.5	11.7	10.2	13.1	9.6	9.5	15.4	11.1	11.6	10.6
	(2.1)	(3.8)	(3.1)	(4.3)	(2.3)	(4.8)	(3.3)	(3.2)	(4.7)	(2.7)	(4.7)	(5.0)
71 to 90	48.7	63.4	42.7	49.7	45.0	62.1	52.1	42.4	52.6	48.4	50.1	49.6
	(3.4)	(6.4)	(5.5)	(6.7)	(3.8)	(7.0)	(5.6)	(5.4)	(6.5)	(4.3)	(7.3)	(8.2)
91 to 110	33.7	23.9	38.1	35.8	38.1	18.0	30.5	41.9	26.5	31.6	36.0	35.2
	(3.2)	(5.7)	(5.4)	(6.4)	(3.7)	(5.5)	(5.1)	(5.4)	(5.7)	(4.0)	(7.0)	(7.8)
Higher than 110	4.7	1.7	9.0	2.7	5.7	1.1	5.5	5.7	1.6	6.1	1.2	4.3
	(1.4)	(1.7)	(3.2)	(2.2)	(1.8)	(1.5)	(2.5)	(2.5)	(1.6)	(2.1)	(1.6)	(3.3)
Number of respondents	427	109	164	100	334	93	144	151	132	238	93	88
Average IQ	86.4	83.8	89.7	86.7	88.3	79.3	86.1	89.5	81.7	86.1	85.7	87.2
	(1.1)	(1.7)	(1.9)	(1.8)	(1.1)	(2.4)	(1.8)	(1.6)	(2.0)	(1.5)	(2.0)	(2.2)
Number of respondents	427	109	164	100	334	93	144	151	132	238	93	88

Source: Parent interviews and students' school records.

Table 4B: DISABILITY-RELATED CHARACTERISTICS OF YOUTH WITH EMOTIONAL DISTURBANCES (Concluded)

Characteristics of Youth	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage with parents who said youth began receiving special services for disability at:									
Birth	0.7	0.0	1.3	0.0	1.0	0.0	0.0	1.5	0.7
	(1.1)	(0.0)	(1.0)	(0.0)	(0.7)	(0.0)	(0.0)	(1.3)	(0.9)
Under 3 years of age	1.1	1.7	4.4	2.2	3.0	4.7	2.1	1.0	4.9
	(1.3)	(1.4)	(1.8)	(2.0)	(1.2)	(5.9)	(1.5)	(1.1)	(2.3)
3 to 5 years of age	7.1	11.0	9.2	5.7	10.0	13.7	7.4	11.0	9.9
	(3.2)	(3.4)	(2.6)	(3.1)	(2.1)	(9.7)	(2.8)	(3.4)	(3.2)
6 to 12 years of age	61.0	60.6	60.9	59.7	64.6	28.8	66.3	58.8	56.5
	(6.2)	(5.2)	(4.4)	(6.6)	(3.4)	(12.7)	(5.0)	(5.4)	(5.3)
More than 12 years of age	30.1	26.7	24.3	32.4	21.5	52.9	24.1	27.7	28.1
	(5.8)	(4.7)	(3.8)	(6.3)	(2.9)	(14.1)	(4.5)	(4.9)	(4.8)
Number of respondents	114	152	230	111	403	25	175	168	171
Percentage with IQ of:									
33 or lower	1.9	1.4	0.0	0.0	1.3	---	1.2	0.0	2.3
	(2.3)	(1.6)	(0.0)	(0.0)	(1.0)		(1.5)	(0.0)	(2.0)
34 to 50	2.0	1.7	1.7	1.5	1.8	---	0.8	1.1	4.0
	(2.4)	(1.8)	(1.5)	(2.2)	(1.2)		(1.2)	(1.5)	(2.7)
51 to 70	10.7	9.8	5.7	23.1	5.4	---	7.5	7.6	9.4
	(5.3)	(4.1)	(2.7)	(7.6)	(2.0)		(3.6)	(3.7)	(4.0)
71 to 90	58.5	47.3	44.1	62.3	46.0	---	65.9	53.3	23.1
	(8.4)	(6.8)	(5.7)	(8.7)	(4.4)		(6.5)	(6.9)	(5.7)
91 to 110	26.9	32.9	38.6	9.1	39.5	---	23.3	35.4	44.3
	(7.5)	(6.4)	(5.6)	(5.2)	(4.3)		(5.8)	(6.6)	(6.8)
Higher than 110	0.0	7.0	9.9	4.0	6.1	---	1.3	2.6	17.0
	(0.0)	(3.5)	(3.4)	(3.5)	(2.1)		(1.5)	(2.2)	(5.1)
Number of respondents	62	96	141	61	259	11	100	104	102
Average IQ	83.4	86.3	90.8	80.0	88.6	---	84.3	87.2	90.9
	(2.5)	(2.5)	(1.8)	(2.7)	(1.4)		(2.0)	(2.0)	(2.8)
Number of respondents	62	96	141	61	259	11	100	104	102

Source: Parent interviews and students' school records.

Table 5A: PARENT REPORTS OF SELF-CARE SKILLS OF YOUTH WITH EMOTIONAL DISTURBANCES

Reported Self-Care Skills of Youth	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage able to dress themselves completely:												
Very well	95.8	95.3	97.3	97.7	95.4	97.0	94.8	97.1	95.2	96.8	92.4	96.3
	(1.2)	(2.2)	(1.6)	(1.9)	(1.4)	(2.0)	(2.2)	(1.6)	(2.2)	(1.3)	(3.2)	(2.6)
Pretty well	3.0	3.4	1.8	1.8	3.2	2.5	4.0	1.7	3.8	1.7	6.8	3.4
	(1.0)	(1.9)	(1.3)	(1.7)	(1.2)	(1.9)	(1.9)	(1.2)	(2.0)	(1.0)	(3.0)	(2.5)
Not very well	0.9	1.3	1.0	0.5	1.0	0.4	1.2	0.5	1.0	1.0	0.8	0.3
	(0.5)	(1.2)	(1.0)	(0.9)	(0.7)	(0.8)	(1.1)	(0.7)	(1.0)	(0.8)	(1.1)	(0.8)
Not at all well	0.3	0.0	0.0	0.0	0.3	0.0	0.0	0.7	0.0	0.4	0.0	0.0
	(0.3)	(0.0)	(0.0)	(0.0)	(0.4)	(0.0)	(0.0)	(0.8)	(0.0)	(0.5)	(0.0)	(0.0)
Number of respondents	608	175	213	113	468	140	187	218	203	334	144	130
Percentage able to feed themselves:												
Very well	97.8	97.2	97.8	99.3	97.7	98.1	98.0	98.0	97.4	97.8	97.4	98.4
	(0.8)	(1.8)	(1.4)	(1.1)	(1.0)	(1.6)	(1.4)	(1.3)	(1.7)	(1.1)	(1.9)	(1.7)
Pretty well	1.9	2.8	2.2	0.7	1.9	1.8	2.0	1.4	2.4	1.8	2.6	1.3
	(0.8)	(1.7)	(1.4)	(1.1)	(0.9)	(1.6)	(1.4)	(1.1)	(1.6)	(1.0)	(1.9)	(1.5)
Not very well	0.3	0.1	0.1	0.0	0.4	0.1	0.0	0.7	0.2	0.4	0.0	0.3
	(0.3)	(0.3)	(0.3)	(0.0)	(0.4)	(0.4)	(0.0)	(0.8)	(0.5)	(0.5)	(0.0)	(0.8)
Not at all well	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Number of respondents	607	175	212	113	468	139	187	218	202	334	144	129
Percentage able to get places outside the home:												
Very well	96.8	98.1	97.3	98.3	97.4	94.9	98.0	97.3	93.9	96.6	96.0	98.7
	(1.0)	(1.4)	(1.6)	(1.7)	(1.0)	(2.6)	(1.4)	(1.5)	(2.5)	(1.3)	(2.3)	(1.6)
Pretty well	1.8	1.3	2.3	0.8	1.3	3.6	1.6	1.1	3.5	1.5	3.7	0.8
	(0.8)	(1.2)	(1.5)	(1.2)	(0.7)	(2.2)	(1.2)	(1.0)	(1.9)	(0.9)	(2.3)	(1.3)
Not very well	0.4	0.0	0.0	0.4	0.4	0.2	0.0	0.3	1.1	0.5	0.0	0.5
	(0.4)	(0.0)	(0.0)	(0.8)	(0.4)	(0.6)	(0.0)	(0.5)	(1.1)	(0.5)	(0.0)	(0.9)
Not at all well	1.0	0.6	0.4	0.5	0.8	1.3	0.4	1.2	1.5	1.4	0.2	0.0
	(0.6)	(0.8)	(0.6)	(0.9)	(0.6)	(1.4)	(0.6)	(1.0)	(1.3)	(0.9)	(0.6)	(0.0)
Number of respondents	607	175	212	113	468	139	187	218	202	334	144	129
Average self-care skills scale score *												
Low (3-8)	0.7	0.6	0.5	0.5	0.5	1.3	0.4	1.2	0.3	1.0	0.2	0.2
	(0.5)	(0.8)	(0.7)	(0.9)	(0.5)	(1.4)	(0.6)	(1.0)	(0.6)	(0.7)	(0.6)	(0.6)
Medium (9-11)	5.2	5.4	4.0	2.4	5.3	5.0	5.4	2.6	9.3	4.4	8.5	4.1
	(1.3)	(2.4)	(1.9)	(2.0)	(1.5)	(2.6)	(2.2)	(1.5)	(3.0)	(1.5)	(3.3)	(2.7)
High (12)	94.1	94.0	95.6	97.1	94.2	93.7	94.2	96.2	90.3	94.6	91.3	95.7
	(1.4)	(2.5)	(2.0)	(2.2)	(1.5)	(2.9)	(2.3)	(1.8)	(3.1)	(1.7)	(3.4)	(2.8)
Number of respondents	607	175	212	113	468	139	187	218	202	334	144	129

* The self-care skills scale is formed by summing responses of the items related to dressing, feeding, and getting around. For each item, a value was assigned ranging from 1 (youth were reported to do it "not at all well") to 4 (youth were reported to do it "very well"). Summing the items produces a scale with values from 3 to 12.

Source: Parent interviews.

Table 5B: PARENT REPORTS OF SELF-CARE SKILLS OF YOUTH WITH EMOTIONAL DISTURBANCES

Reported Self-Care Skills of Youth	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage able to dress themselves completely:									
Very well	93.6	97.9	95.7	96.1	95.9	98.4	95.4	96.1	97.3
	(2.8)	(1.5)	(1.7)	(2.4)	(1.3)	(3.2)	(2.0)	(2.0)	(1.6)
Pretty well	4.3	1.5	3.4	2.3	3.1	0.0	3.2	2.1	2.5
	(2.4)	(1.3)	(1.5)	(1.9)	(1.2)	(0.0)	(1.7)	(1.5)	(1.6)
Not very well	1.3	0.6	0.9	1.6	0.6	1.6	0.8	1.8	0.2
	(1.3)	(0.8)	(0.8)	(1.6)	(0.5)	(3.2)	(0.9)	(1.4)	(0.5)
Not at all well	0.7	0.0	0.0	0.0	0.4	0.0	0.6	0.0	0.0
	(1.0)	(0.0)	(0.0)	(0.0)	(0.4)	(0.0)	(0.8)	(0.0)	(0.0)
Number of respondents	135	168	249	129	442	30	205	184	188
Percentage able to feed themselves:									
Very well	96.8	99.3	97.5	98.3	98.1	98.4	96.8	98.0	99.5
	(2.0)	(0.8)	(1.3)	(1.6)	(0.9)	(3.2)	(1.7)	(1.5)	(0.7)
Pretty well	2.4	0.6	2.4	1.7	1.4	1.6	2.6	1.9	0.4
	(1.8)	(0.8)	(1.3)	(1.6)	(0.8)	(3.2)	(1.6)	(1.4)	(0.6)
Not very well	0.7	0.1	0.1	0.0	0.5	0.0	0.6	0.1	0.1
	(1.0)	(0.3)	(0.3)	(0.0)	(0.5)	(0.0)	(0.8)	(0.3)	(0.3)
Not at all well	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Number of respondents	135	168	249	129	441	30	204	184	188
Percentage able to get places outside the home:									
Very well	96.3	98.7	94.9	97.7	96.6	98.4	97.1	98.0	94.8
	(2.2)	(1.2)	(1.9)	(1.9)	(1.2)	(3.2)	(1.6)	(1.5)	(2.3)
Pretty well	1.7	1.1	3.0	2.3	1.6	0.0	1.4	1.5	2.9
	(1.5)	(1.1)	(1.5)	(1.9)	(0.8)	(0.0)	(1.2)	(1.3)	(1.7)
Not very well	0.0	0.2	1.1	0.0	0.6	0.0	0.2	0.2	1.0
	(0.0)	(0.5)	(0.9)	(0.0)	(0.5)	(0.0)	(0.4)	(0.5)	(1.0)
Not at all well	2.0	0.0	0.9	0.0	1.3	1.6	1.3	0.4	1.3
	(1.6)	(0.0)	(0.8)	(0.0)	(0.7)	(3.2)	(1.1)	(0.6)	(1.2)
Number of respondents	135	168	249	129	441	30	204	184	188
Average self-care skills scale score:*									
Low (3-8)	1.2	0.0	1.0	0.0	0.9	1.6	1.3	0.4	0.3
	(1.3)	(0.0)	(0.9)	(0.0)	(0.6)	(3.2)	(1.1)	(0.6)	(0.6)
Medium (9-11)	6.0	3.3	6.8	4.6	5.4	0.0	3.7	5.1	6.4
	(2.8)	(1.8)	(2.2)	(2.6)	(1.5)	(0.0)	(1.8)	(2.3)	(2.5)
High (12)	92.8	96.7	92.2	95.4	93.7	98.4	95.1	94.6	93.3
	(3.0)	(1.8)	(2.3)	(2.6)	(1.6)	(3.2)	(2.1)	(2.4)	(2.5)
Number of respondents	135	168	249	129	441	30	204	184	188

* The self-care skills scale is formed by summing responses of the items related to dressing, feeding, and getting around. For each item, a value was assigned ranging from 1 (youth were reported to do it "not at all well") to 4 (youth were reported to do it "very well"). Summing the items produces a scale with values from 3 to 12.

Source: Parent interviews.

Table 6A: PARENT REPORTS OF FUNCTIONAL SKILLS OF YOUTH WITH EMOTIONAL DISTURBANCES

Reported Functional Skills of Youth	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage able to look up phone numbers and use the phone:												
Very well	65.2	54.8	75.7	71.7	66.0	62.6	62.4	67.8	65.4	60.7	72.0	74.8
	(2.8)	(5.3)	(4.2)	(5.8)	(3.1)	(5.8)	(4.8)	(4.4)	(5.0)	(3.6)	(5.5)	(6.1)
Pretty well	21.0	28.4	16.2	16.7	21.7	18.8	23.0	20.1	19.3	23.4	20.1	12.0
	(2.4)	(4.8)	(3.6)	(4.8)	(2.7)	(4.7)	(4.2)	(3.8)	(4.1)	(3.1)	(4.9)	(4.6)
Not very well	8.4	9.1	5.0	8.8	7.5	11.1	8.5	8.1	8.8	8.8	5.5	10.7
	(1.6)	(3.1)	(2.1)	(3.6)	(1.7)	(3.8)	(2.7)	(2.6)	(3.0)	(2.1)	(2.8)	(4.4)
Not at all well	5.4	7.6	3.0	2.8	4.7	7.4	6.2	4.0	6.5	7.0	2.4	2.5
	(1.3)	(2.8)	(1.7)	(2.1)	(1.4)	(3.1)	(2.4)	(1.8)	(2.6)	(1.9)	(1.9)	(2.2)
Number of respondents	602	170	214	114	462	140	185	214	203	335	141	126
Percentage able to tell time on a clock with hands:												
Very well	77.9	75.5	83.3	78.3	77.6	78.9	74.9	80.8	78.2	75.5	83.8	80.1
	(2.4)	(4.6)	(3.6)	(5.3)	(2.8)	(4.9)	(4.3)	(3.7)	(4.3)	(3.2)	(4.5)	(5.6)
Pretty well	15.4	17.6	13.0	14.9	16.2	13.1	15.7	14.5	16.4	16.0	13.4	15.5
	(2.1)	(4.1)	(3.3)	(4.6)	(2.4)	(4.0)	(3.6)	(3.3)	(3.9)	(2.7)	(4.1)	(5.1)
Not very well	4.7	3.4	3.4	6.0	4.3	5.8	6.9	3.2	3.5	5.7	2.6	3.5
	(1.2)	(1.9)	(1.8)	(3.1)	(1.3)	(2.8)	(2.5)	(1.7)	(1.9)	(1.7)	(2.0)	(2.6)
Not at all well	2.0	3.5	0.3	0.8	1.9	2.2	2.4	1.5	1.9	2.8	0.1	0.9
	(0.8)	(2.0)	(0.5)	(1.2)	(0.9)	(1.7)	(1.5)	(1.2)	(1.4)	(1.2)	(0.4)	(1.3)
Number of respondents	605	171	214	113	462	143	186	214	205	336	142	127
Percentage able to read/understand common signs:												
Very well	80.7	79.6	88.8	81.4	81.7	77.7	79.6	81.4	81.4	79.1	83.7	83.3
	(2.3)	(4.3)	(3.0)	(5.0)	(2.5)	(5.0)	(4.0)	(3.7)	(4.0)	(3.0)	(4.4)	(5.2)
Pretty well	14.5	14.0	9.3	15.7	13.4	17.5	15.4	13.3	14.8	15.3	13.4	12.4
	(2.0)	(3.7)	(2.8)	(4.7)	(2.2)	(4.5)	(3.6)	(3.2)	(3.7)	(2.7)	(4.1)	(4.6)
Not very well	4.2	6.5	1.9	1.2	4.4	3.5	4.1	4.6	3.5	4.7	2.9	3.8
	(1.2)	(2.6)	(1.3)	(1.4)	(1.4)	(2.2)	(2.0)	(2.0)	(1.9)	(1.6)	(2.0)	(2.7)
Not at all well	0.7	0.0	0.1	1.7	0.4	1.3	0.9	0.7	0.3	0.9	0.0	0.5
	(0.5)	(0.0)	(0.3)	(1.6)	(0.4)	(1.4)	(0.9)	(0.8)	(0.6)	(0.7)	(0.0)	(1.0)
Number of respondents	610	172	217	114	467	143	186	218	206	338	145	127

Source: Parent interviews.

Table 6B: PARENT REPORTS OF FUNCTIONAL SKILLS OF YOUTH WITH EMOTIONAL DISTURBANCES

Reported Functional Skills of Youth	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage able to look up phone numbers and use the phone:									
Very well	66.2	61.5	66.6	66.3	65.2	61.2	62.6	68.7	67.1
	(5.6)	(5.0)	(4.0)	(6.0)	(3.2)	(12.9)	(4.7)	(4.8)	(4.7)
Pretty well	17.2	24.6	21.7	18.3	22.7	17.9	20.5	20.7	21.9
	(4.4)	(4.4)	(3.5)	(4.9)	(2.8)	(10.2)	(4.0)	(4.2)	(4.2)
Not very well	11.7	6.9	6.8	8.9	7.1	12.9	10.3	6.0	6.7
	(3.8)	(2.6)	(2.1)	(3.6)	(1.7)	(8.9)	(3.0)	(2.5)	(2.5)
Not at all well	4.9	7.0	4.9	6.5	4.9	7.9	6.7	4.6	4.3
	(2.5)	(2.6)	(1.8)	(3.1)	(1.4)	(7.2)	(2.4)	(2.2)	(2.0)
Number of respondents	132	171	253	125	443	27	204	185	192
Percentage able to tell time on a clock with hands:									
Very well	73.7	77.0	82.5	79.4	78.0	78.5	73.3	79.9	82.6
	(5.1)	(4.3)	(3.2)	(5.1)	(2.8)	(10.7)	(4.3)	(4.1)	(3.8)
Pretty well	16.4	18.1	12.1	13.0	15.7	12.7	18.0	16.0	11.5
	(4.3)	(4.0)	(2.8)	(4.2)	(2.4)	(8.7)	(3.7)	(3.8)	(3.2)
Not very well	6.3	4.3	4.2	6.0	4.0	8.8	5.5	3.9	4.3
	(2.8)	(2.1)	(1.7)	(3.0)	(1.3)	(7.4)	(2.2)	(2.0)	(2.0)
Not at all well	3.5	0.6	1.2	1.6	2.3	0.0	3.2	0.1	1.5
	(2.2)	(0.8)	(0.9)	(1.6)	(1.0)	(0.0)	(1.7)	(0.3)	(1.2)
Number of respondents	135	169	253	126	444	28	206	186	192
Percentage able to read/understand common signs:									
Very well	73.9	82.0	87.9	78.2	83.2	66.8	72.6	87.5	88.4
	(5.1)	(3.9)	(2.8)	(5.2)	(2.5)	(12.2)	(4.3)	(3.4)	(3.2)
Pretty well	17.7	14.8	10.5	11.7	14.0	25.1	19.3	11.5	9.5
	(4.4)	(3.6)	(2.6)	(4.0)	(2.3)	(11.2)	(3.8)	(3.3)	(2.9)
Not very well	6.7	3.2	1.4	10.0	1.8	8.1	6.7	1.0	1.8
	(2.9)	(1.8)	(1.0)	(3.8)	(0.9)	(7.0)	(2.4)	(1.0)	(1.3)
Not at all well	1.8	0.0	0.2	0.0	0.9	0.0	1.5	0.0	0.2
	(1.5)	(0.0)	(0.4)	(0.0)	(0.6)	(0.0)	(1.2)	(0.0)	(0.4)
Number of respondents	136	171	256	128	445	29	207	186	196

Source: Parent interviews

Table 6A: PARENT REPORTS OF FUNCTIONAL SKILLS OF YOUTH WITH EMOTIONAL DISTURBANCES (Concluded)

Reported Functional Skills of Youth	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage able to count change:												
Very well	68.2	69.1	71.8	64.1	68.9	65.9	64.4	71.7	68.5	64.4	76.2	73.0
	(2.7)	(4.9)	(4.4)	(6.2)	(3.1)	(5.7)	(4.7)	(4.3)	(4.8)	(3.6)	(5.2)	(6.2)
Pretty well	21.5	22.7	20.4	24.2	21.4	21.7	24.1	19.9	19.8	23.6	16.1	19.6
	(2.4)	(4.5)	(3.9)	(5.6)	(2.7)	(4.9)	(4.2)	(3.8)	(4.1)	(3.2)	(4.5)	(5.6)
Not very well	8.0	7.4	4.7	11.7	7.4	10.1	10.3	5.7	8.1	9.8	6.0	3.4
	(1.6)	(2.8)	(2.1)	(4.2)	(1.7)	(3.6)	(3.0)	(2.2)	(2.8)	(2.2)	(2.9)	(2.5)
Not at all well	2.3	0.8	3.1	0.0	2.3	2.3	1.2	2.7	3.6	2.2	1.6	4.0
	(0.9)	(1.0)	(1.7)	(0.0)	(1.0)	(1.8)	(1.1)	(1.5)	(1.9)	(1.1)	(1.5)	(2.8)
Number of respondents	605	172	214	112	462	143	184	216	205	335	142	128
Average functional skills scale score:*												
4 to 8	3.1	2.8	1.7	1.3	2.8	4.2	2.3	2.9	4.9	3.2	2.0	4.5
	(1.0)	(1.8)	(1.3)	(1.5)	(1.1)	(2.4)	(1.5)	(1.6)	(2.3)	(1.3)	(1.7)	(3.0)
9 to 12	12.9	15.7	8.0	13.6	11.4	17.4	15.3	11.9	10.4	15.8	7.6	7.8
	(2.0)	(3.9)	(2.7)	(4.5)	(2.1)	(4.6)	(3.6)	(3.1)	(3.2)	(2.7)	(3.3)	(3.8)
13 to 15	34.3	38.2	30.5	38.5	37.1	25.9	40.5	29.4	32.1	35.9	33.7	28.5
	(2.8)	(5.2)	(4.5)	(6.3)	(3.2)	(5.3)	(4.9)	(4.3)	(4.9)	(3.6)	(5.8)	(6.4)
16	49.7	43.3	59.8	46.5	48.7	52.5	41.9	55.8	52.6	45.1	56.7	59.2
	(2.9)	(5.3)	(4.8)	(6.5)	(3.3)	(6.0)	(4.9)	(4.7)	(5.3)	(3.7)	(6.1)	(7.0)
Number of respondents	593	169	209	111	455	138	183	211	199	330	139	124

* The functional skills scale is formed by summing responses of the items related to counting change, telling time, reading signs, and using the phone. For each item, a value was assigned ranging from 1 (youth were reported to do it "not at all well") to 4 (youth were reported to do it "very well"). Summing the items produces a scale with values from 4 to 16.

Source: Parent interviews.

Table 68: PARENT REPORTS OF FUNCTIONAL SKILLS OF YOUTH WITH EMOTIONAL DISTURBANCES (Concluded)

Reported Functional Skills of Youth	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage able to count change:									
Very well	70.1	61.6	69.1	73.1	66.6	70.2	68.9	66.6	68.9
	(5.3)	(5.0)	(3.9)	(5.6)	(3.2)	(11.8)	(4.5)	(4.9)	(4.7)
Pretty well	22.7	26.3	17.8	19.3	22.6	10.7	21.8	25.0	18.9
	(4.9)	(4.5)	(3.2)	(4.9)	(2.8)	(8.0)	(4.0)	(4.5)	(3.9)
Not very well	6.0	9.1	9.4	5.3	8.5	15.3	6.6	7.1	10.6
	(2.8)	(2.9)	(2.5)	(2.8)	(1.9)	(9.3)	(2.4)	(2.7)	(3.1)
Not at all well	1.2	3.0	3.7	2.3	2.3	3.7	2.7	1.3	1.7
	(1.3)	(1.8)	(1.6)	(1.9)	(1.0)	(4.9)	(1.6)	(1.2)	(1.3)
Number of respondents	135	169	254	128	441	29	207	183	194
Average functional skills scale score:*									
4 to 8	4.1	2.0	3.8	1.6	3.6	4.2	4.2	0.7	3.0
	(2.3)	(1.4)	(1.6)	(1.6)	(1.3)	(5.3)	(2.0)	(0.9)	(1.7)
9 to 12	17.1	11.0	9.0	13.7	11.4	19.7	16.0	10.5	10.2
	(4.4)	(3.2)	(2.4)	(4.4)	(2.2)	(10.5)	(3.6)	(3.2)	(3.1)
13 to 15	28.1	46.0	32.7	34.5	35.2	29.7	32.8	39.0	30.7
	(5.3)	(5.1)	(4.0)	(6.1)	(3.2)	(12.1)	(4.6)	(5.1)	(4.7)
16	50.7	41.0	54.5	50.3	49.7	46.4	47.0	49.7	56.1
	(5.9)	(5.1)	(4.3)	(6.4)	(3.4)	(13.2)	(4.9)	(5.2)	(5.1)
Number of respondents	132	167	250	123	436	27	202	182	188

* The functional skills scale is formed by summing responses of the items related to counting change, telling time, reading signs, and using the phone. For each item, a value was assigned ranging from 1 (youth were reported to do it "not at all well") to 4 (youth were reported to do it "very well"). Summing the items produces a scale with values from 4 to 16.

Source: Parent interviews.

Table 7A: ASSISTIVE DEVICES REPORTED USED BY YOUTH WITH EMOTIONAL DISTURBANCES

Assistive Devices Reported Used	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage who used for hearing assistance a:												
Telecommunications device												
Telephone amplifier												
Hearing aid												
Closed captioned TV												
Other hearing assistance												
Number of respondents												
Percentage who used for mobility assistance:												
A wheelchair												
Crutches, a cane, or a walker												
Modifications to a car												
Prosthetics/orthotics												
Computers to aid mobility												
Other mobility assistance												
Number of respondents												
Percentage who used for visual assistance:												
A seeing eye dog												
Braille or large print readers												
An opticon/optical scanner												
Computers to aid vision												
Other vision assistance												
Number of respondents												

DATA RELATED TO THIS TOPIC WERE NOT GATHERED FOR YOUTH IN THIS DISABILITY CATEGORY.

Source: Parent interviews

Table 7B: ASSISTIVE DEVICES REPORTED USED BY YOUTH WITH EMOTIONAL DISTURBANCES

Assistive Devices Reported Used	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage who used for hearing assistance a:									
Telecommunications device									
Telephone amplifier									
Hearing aid									
Closed captioned TV									
Other hearing assistance									
Number of respondents									
Percentage who used for mobility assistance:									
A wheelchair									
Crutches, a cane, or a walker									
Modifications to a car									
Prosthetics/orthotics									
Computers to aid mobility									
Other mobility assistance									
Number of respondents									
Percentage who used for visual assistance:									
A seeing eye dog									
Braille or large print readers									
An opticon/optical scanner									
Computers to aid vision									
Other vision assistance									
Number of respondents									

DATA RELATED TO THIS TOPIC WERE NOT GATHERED FOR YOUTH IN THIS DISABILITY CATEGORY.

Source: Parent interviews.

Table 8A: EXPECTATIONS OF PARENTS/GUARDIANS FOR FUTURES OF YOUTH WITH EMOTIONAL DISTURBANCES

Parent Expectations	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage with likelihood of graduating from high school:*												
Definitely will	33.9	33.2	41.4	35.3	32.8	37.4	39.9	29.2	27.4	40.9	15.9	1.9
	(3.2)	(5.7)	(5.7)	(7.1)	(3.6)	(7.0)	(5.1)	(4.8)	(7.5)	(3.8)	(7.4)	(2.8)
Probably will	38.4	43.5	39.8	35.6	40.4	31.5	43.3	36.4	27.5	41.6	26.0	28.1
	(3.3)	(6.0)	(5.7)	(7.1)	(3.8)	(6.7)	(5.1)	(5.1)	(7.5)	(3.8)	(8.8)	(9.3)
Probably won't	15.8	12.8	11.7	21.5	17.0	11.9	12.9	17.3	21.1	11.3	33.8	29.2
	(2.5)	(4.0)	(3.7)	(6.1)	(2.9)	(4.7)	(3.5)	(4.0)	(6.9)	(2.4)	(9.5)	(9.4)
Definitely won't	12.0	10.5	7.0	7.6	9.8	19.2	3.9	17.1	24.0	6.2	24.3	40.8
	(2.2)	(3.7)	(3.0)	(3.9)	(2.3)	(5.7)	(2.0)	(4.0)	(7.2)	(1.9)	(8.6)	(10.2)
Number of respondents	415	130	144	83	324	91	168	171	76	311	51	53
Percentage with likelihood of graduating from 4-year college:												
Definitely will	4.2	3.5	6.7	1.5	4.3	4.1	2.9	5.7	4.0	3.7	5.6	4.8
	(1.2)	(2.1)	(2.5)	(1.6)	(1.4)	(2.5)	(1.8)	(2.3)	(2.2)	(1.5)	(2.8)	(3.3)
Probably will	20.3	27.7	20.2	14.3	19.6	22.3	24.7	15.5	21.0	23.9	17.0	9.3
	(2.5)	(5.1)	(4.0)	(4.6)	(2.8)	(5.2)	(4.5)	(3.6)	(4.5)	(3.3)	(4.7)	(4.4)
Probably won't	29.8	25.9	33.8	35.9	30.6	27.2	35.4	26.3	26.2	34.2	24.1	18.8
	(2.8)	(5.0)	(4.7)	(6.3)	(3.2)	(5.6)	(5.0)	(4.3)	(4.9)	(3.7)	(5.3)	(6.0)
Definitely won't	45.7	42.9	39.3	48.4	45.5	46.3	37.0	52.5	48.7	38.2	53.3	67.2
	(3.0)	(5.7)	(4.9)	(6.6)	(3.5)	(6.3)	(5.1)	(4.9)	(5.5)	(3.8)	(6.2)	(7.2)
Number of respondents	544	149	202	108	415	129	165	196	183	300	137	107
Percentage with likelihood of graduating from 2-year college:**												
Definitely will	1.9	2.9	2.7	0.0	1.9	1.9	0.7	3.3	1.6	1.6	1.7	3.3
	(0.9)	(2.3)	(1.8)	(0.0)	(1.1)	(2.0)	(1.0)	(1.9)	(1.5)	(1.1)	(1.8)	(3.0)
Probably will	17.1	20.7	23.6	11.8	19.6	9.2	25.4	12.7	11.7	21.3	12.3	7.8
	(2.6)	(5.5)	(4.8)	(4.6)	(3.1)	(4.2)	(5.4)	(3.6)	(4.0)	(3.7)	(4.6)	(4.5)
Probably won't	28.8	20.6	30.2	40.3	28.1	31.2	30.2	26.0	31.8	32.8	24.8	19.5
	(3.1)	(5.5)	(5.1)	(7.0)	(3.5)	(6.7)	(5.6)	(4.7)	(5.8)	(4.2)	(6.1)	(6.7)
Definitely won't	52.1	55.7	43.4	47.9	50.3	57.7	43.8	58.1	54.9	44.3	61.2	69.5
	(3.4)	(6.7)	(5.6)	(7.2)	(3.9)	(7.2)	(6.1)	(5.3)	(6.2)	(4.4)	(6.8)	(7.8)
Number of respondents	427	108	158	92	330	97	120	163	144	230	111	86

* Of those with a child who had not graduated yet. See Appendix for percentage of youth that were in or out of secondary school and had not graduated.
** Of those with a child who had not received a 2-year diploma and had not attended a 4-year college in the past year. See Appendix for percentage.

Source: Parent interviews.

Table 8B: EXPECTATIONS OF PARENTS/GUARDIANS FOR FUTURES OF YOUTH WITH EMOTIONAL DISTURBANCES

Parent Expectations	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage with likelihood of graduating from high school:*									
Definitely will	32.0	30.6	37.6	28.6	36.1	32.9	29.1	35.7	41.4
	(6.5)	(5.4)	(4.8)	(6.8)	(3.8)	(15.3)	(5.3)	(5.7)	(5.8)
Probably will	39.8	38.3	38.2	52.3	33.2	51.7	42.8	35.4	34.7
	(6.8)	(5.7)	(4.8)	(7.5)	(3.7)	(16.3)	(5.7)	(5.7)	(5.6)
Probably won't	15.6	20.2	10.6	11.1	17.1	15.4	14.5	17.2	14.3
	(5.0)	(4.7)	(3.1)	(4.7)	(2.9)	(11.8)	(4.1)	(4.5)	(4.1)
Definitely won't	12.6	11.0	13.7	8.0	13.6	0.0	13.6	11.7	9.7
	(4.6)	(3.7)	(3.4)	(4.1)	(2.7)	(0.0)	(4.0)	(3.8)	(3.5)
Number of respondents	93	121	174	85	306	18	139	131	135
Percentage with likelihood of graduating from 4-year college:									
Definitely will	5.5	1.7	5.5	4.3	3.7	12.5	3.0	4.0	6.8
	(2.9)	(1.4)	(2.0)	(2.8)	(1.3)	(9.7)	(1.8)	(2.1)	(2.6)
Probably will	22.0	16.7	21.9	31.5	14.4	49.8	19.0	17.8	24.1
	(5.2)	(4.1)	(3.6)	(6.5)	(2.4)	(14.7)	(4.2)	(4.1)	(4.4)
Probably won't	26.4	35.5	28.0	30.5	32.5	1.3	28.4	31.6	30.9
	(5.6)	(5.2)	(3.9)	(6.5)	(3.3)	(3.4)	(4.8)	(5.0)	(4.8)
Definitely won't	46.1	46.1	44.5	33.7	49.5	36.3	49.7	46.6	38.2
	(6.3)	(5.4)	(4.3)	(6.6)	(3.5)	(14.1)	(5.3)	(5.4)	(5.0)
Number of respondents	114	149	246	103	411	22	171	173	184
Percentage with likelihood of graduating from 2-year college:**									
Definitely will	1.2	2.8	1.4	3.1	1.3	---	0.9	2.4	2.3
	(1.6)	(2.0)	(1.2)	(3.0)	(0.9)		(1.1)	(1.8)	(1.8)
Probably will	16.2	14.6	20.4	23.4	16.4	---	11.5	21.6	22.4
	(5.4)	(4.2)	(4.0)	(7.4)	(2.8)		(3.8)	(4.9)	(4.9)
Probably won't	23.7	34.1	31.4	27.2	30.2	---	29.6	29.4	28.5
	(6.2)	(5.7)	(4.6)	(7.8)	(3.5)		(5.5)	(5.4)	(5.4)
Definitely won't	58.9	48.6	46.7	46.3	52.1	---	58.0	46.6	46.8
	(7.2)	(6.0)	(4.9)	(8.8)	(3.8)		(5.9)	(5.9)	(5.9)
Number of respondents	85	125	188	67	343	12	138	140	138

* Of those with a child who had not graduated yet. See Appendix for percentage of youth that were in or out of secondary school and had not graduated.

** Of those with a child who had not received a 2-year diploma and had not attended a 4-year college in the past year. See Appendix for percentage.

Source: Parent interviews.

Table 8A: EXPECTATIONS OF PARENTS/GUARDIANS FOR FUTURES OF YOUTH WITH EMOTIONAL DISTURBANCES (Concluded)

Parent Expectations	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage with likelihood of getting a paid job:*												
Definitely will	45.1	52.7	56.3	24.0	49.0	37.7	47.7	43.7	41.2	48.6	49.3	17.8
	(5.8)	(9.0)	(11.5)	(13.3)	(7.0)	(10.1)	(8.7)	(9.9)	(12.1)	(6.9)	(14.3)	(13.1)
Probably will	43.2	40.3	35.2	45.9	39.2	50.5	47.4	40.8	37.2	41.9	38.6	57.2
	(5.8)	(8.9)	(11.0)	(15.5)	(6.8)	(10.5)	(8.7)	(9.9)	(11.9)	(6.8)	(13.9)	(17.0)
Probably won't	4.7	3.2	2.8	17.3	5.5	3.1	2.2	5.8	8.8	5.4	3.8	1.5
	(2.5)	(3.2)	(3.8)	(11.8)	(3.2)	(3.6)	(2.6)	(4.7)	(7.0)	(3.1)	(5.5)	(4.1)
Definitely won't	7.1	3.7	5.7	12.9	6.2	8.8	2.6	9.8	12.9	4.1	8.4	23.6
	(3.0)	(3.4)	(5.4)	(10.4)	(3.4)	(5.9)	(2.8)	(6.0)	(8.3)	(2.7)	(7.9)	(14.6)
Number of respondents	143	57	36	20	99	44	60	48	35	96	25	22
Percentage with likelihood of living on their own:**												
Definitely will	47.5	48.4	50.6	48.2	47.7	46.9	50.5	46.8	43.4	46.4	47.2	54.2
	(3.1)	(5.8)	(5.0)	(6.9)	(3.5)	(6.7)	(5.2)	(5.1)	(5.8)	(3.9)	(6.5)	(8.5)
Probably will	36.8	38.9	38.2	34.7	36.0	39.4	33.9	39.4	37.6	37.1	36.6	35.6
	(3.0)	(5.6)	(4.9)	(6.6)	(3.4)	(6.5)	(4.9)	(5.0)	(5.6)	(3.7)	(6.3)	(8.2)
Probably won't	10.8	9.9	8.6	15.1	11.1	9.9	11.7	10.4	9.6	12.7	7.5	6.0
	(1.9)	(3.4)	(2.8)	(4.9)	(2.2)	(4.0)	(3.3)	(3.1)	(3.4)	(2.6)	(3.4)	(4.1)
Definitely won't	4.9	2.8	2.6	2.1	5.2	3.8	3.9	3.3	9.3	3.8	8.7	4.2
	(1.3)	(1.9)	(1.6)	(2.0)	(1.6)	(2.6)	(2.0)	(1.8)	(3.4)	(1.5)	(3.7)	(3.4)
Number of respondents	522	146	200	98	409	113	169	185	168	307	125	90

* Of those with a child not already employed. See Table 43 for percentage not working for pay.
** Of those with a child not already living on his/her own. See Table 38 for percentage not living alone or with a spouse/roomate.

Source: Parent interviews

Table 8B: EXPECTATIONS OF PARENTS/GUARDIANS FOR FUTURES OF YOUTH WITH EMOTIONAL DISTURBANCES (Concluded)

Parent Expectations	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage with likelihood of getting a paid job:*									
Definitely will	40.3	42.5	57.6	37.8	46.9	---	40.6	56.3	48.7
	(10.1)	(10.1)	(9.0)	(9.7)	(7.3)		(8.6)	(12.1)	(10.5)
Probably will	42.4	47.8	35.4	50.1	40.3	---	47.4	30.7	43.6
	(10.2)	(10.2)	(8.7)	(10.0)	(7.2)		(8.7)	(11.2)	(10.4)
Probably won't	4.5	3.8	7.0	1.5	7.3	---	1.8	8.4	5.9
	(4.3)	(3.9)	(4.7)	(2.4)	(3.8)		(2.3)	(6.8)	(4.9)
Definitely won't	12.8	5.9	0.0	10.6	5.5	---	10.2	4.6	1.8
	(6.9)	(4.8)	(0.0)	(6.2)	(3.3)		(5.3)	(5.1)	(2.8)
Number of respondents	43	42	51	48	89	5	61	33	44
Percentage with likelihood of living on their own:**									
Definitely will	41.6	45.0	55.1	35.9	51.0	49.6	40.9	49.6	57.4
	(6.4)	(5.6)	(4.4)	(6.8)	(3.5)	(15.3)	(5.3)	(5.4)	(5.3)
Probably will	43.0	36.9	31.3	48.5	34.2	26.6	42.1	35.4	29.4
	(6.4)	(5.4)	(4.1)	(7.1)	(3.4)	(13.5)	(5.4)	(5.2)	(4.8)
Probably won't	8.7	13.8	10.6	10.0	10.0	18.4	9.8	12.2	9.6
	(3.6)	(3.9)	(2.7)	(4.2)	(2.1)	(11.8)	(3.2)	(3.6)	(3.1)
Definitely won't	6.7	4.3	3.1	5.6	4.7	5.3	7.3	2.8	3.6
	(3.2)	(2.3)	(1.5)	(3.3)	(1.5)	(6.8)	(2.8)	(1.8)	(2.0)
Number of respondents	108	142	236	100	395	21	165	168	175

* Of those with a child not already employed. See Table 43 for percentage not working for pay.
** Of those with a child not already living on his/her own. See Table 38 for percentage not living alone or with a spouse/roomate.

Source: Parent interviews.

Table 9A: TYPES AND GRADE LEVELS OF SCHOOOLS ATTENDED BY SECONDARY STUDENTS WITH EMOTIONAL DISTURBANCES

School Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage whose school was a:												
Comprehensive secondary school	82.5	85.4	85.1	95.9	82.2	83.3	85.1	81.7	78.7	81.9	79.1	93.2
	(2.2)	(3.6)	(3.3)	(2.3)	(2.5)	(4.6)	(3.5)	(3.5)	(4.5)	(2.9)	(4.6)	(3.9)
Special school for students with disabilities	12.4	9.9	9.1	0.7	12.2	13.2	10.6	14.8	11.3	12.9	15.2	2.6
	(1.9)	(3.1)	(2.6)	(1.0)	(2.1)	(4.2)	(3.0)	(3.3)	(3.5)	(2.5)	(4.1)	(2.5)
Vocational/technical school	0.9	0.4	1.2	0.7	1.1	0.0	1.0	0.5	1.4	0.9	0.6	1.3
	(0.5)	(0.7)	(1.0)	(1.0)	(0.7)	(0.0)	(1.0)	(0.6)	(1.3)	(0.7)	(0.9)	(1.7)
Other type of school	4.3	4.4	4.6	2.7	4.5	3.5	3.3	3.0	8.6	4.2	5.0	2.9
	(1.2)	(2.1)	(1.9)	(1.9)	(1.4)	(2.3)	(1.7)	(1.6)	(3.1)	(1.5)	(2.5)	(2.6)
Number of respondents	588	183	237	131	459	128	191	221	176	327	160	93
Percentage whose school served grades:												
K through 8 or 12	8.4	4.2	9.5	6.8	9.2	5.4	7.2	10.6	6.6	8.8	8.7	6.6
	(1.6)	(2.1)	(2.7)	(3.0)	(1.9)	(2.8)	(2.5)	(2.8)	(2.7)	(2.1)	(3.2)	(3.9)
6 through 12	9.1	1.8	8.9	16.2	8.6	11.0	9.8	8.1	9.6	9.5	10.1	3.8
	(1.7)	(1.4)	(2.6)	(4.3)	(1.8)	(3.9)	(2.9)	(2.5)	(3.3)	(2.2)	(3.4)	(3.0)
6 or 7 through 8 or 9	8.0	12.9	6.5	5.0	8.7	5.4	16.2	3.6	0.1	9.2	4.3	9.4
	(1.6)	(3.5)	(2.3)	(2.6)	(1.8)	(2.8)	(3.6)	(1.7)	(0.4)	(2.2)	(2.3)	(4.6)
9 or 10 through 12	70.5	78.6	74.4	71.4	69.1	75.0	63.9	73.9	76.7	67.9	72.2	79.5
	(2.6)	(4.2)	(4.0)	(5.3)	(3.0)	(5.4)	(4.7)	(4.0)	(4.7)	(3.5)	(5.1)	(6.3)
Ungraded students only	4.1	2.5	0.7	0.7	4.4	3.2	2.9	3.8	6.9	4.6	4.7	0.7
	(1.1)	(1.6)	(0.8)	(1.0)	(1.3)	(2.2)	(1.6)	(1.8)	(2.8)	(1.6)	(2.4)	(1.3)
Number of respondents	588	183	237	131	459	128	191	221	176	327	160	93

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 9B: TYPES AND GRADE LEVELS OF SCHOOOLS ATTENDED BY SECONDARY STUDENTS WITH EMOTIONAL DISTURBANCES

School Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage whose school was a:									
Comprehensive secondary school	82.5	77.4	81.8	73.6	82.8	82.2	80.5	85.9	78.2
	(5.1)	(4.8)	(3.5)	(6.2)	(2.8)	(11.2)	(4.4)	(4.0)	(4.6)
Special school for students with disabilities	10.4	17.9	14.6	16.8	13.6	4.9	13.0	10.2	15.2
	(4.1)	(4.4)	(3.2)	(5.3)	(2.5)	(6.3)	(3.7)	(3.5)	(4.0)
Vocational/technical school	0.6	1.5	1.3	1.6	1.0	0.0	1.6	0.6	0.8
	(1.0)	(1.4)	(1.1)	(1.8)	(0.7)	(0.0)	(1.4)	(0.9)	(1.0)
Other type of school	6.6	3.2	2.2	8.0	2.7	12.9	4.8	3.3	5.8
	(3.3)	(2.0)	(1.4)	(3.8)	(1.2)	(9.8)	(2.4)	(2.0)	(2.6)
Number of respondents	100	135	213	99	369	23	157	148	161
Percentage whose school served grades:									
K through 8 or 12	4.5	12.1	8.4	3.1	10.3	0.0	9.5	7.4	8.2
	(2.8)	(3.7)	(2.5)	(2.5)	(2.2)	(0.0)	(3.2)	(3.0)	(3.0)
6 through 12	9.9	11.5	7.6	7.6	8.9	7.8	11.3	4.7	11.6
	(4.0)	(3.6)	(2.4)	(3.7)	(2.1)	(7.8)	(3.5)	(2.4)	(3.5)
6 or 7 through 8 or 9	7.7	7.7	9.1	6.4	8.5	17.8	8.6	7.0	8.9
	(3.5)	(3.0)	(2.6)	(3.4)	(2.0)	(11.1)	(3.1)	(2.9)	(3.2)
9 or 10 through 12	71.0	65.6	69.5	78.2	67.2	71.2	67.1	77.5	65.6
	(6.0)	(5.4)	(4.2)	(5.8)	(3.4)	(13.2)	(5.2)	(4.8)	(5.2)
Ungraded students only	6.9	3.1	5.5	4.7	5.1	3.3	3.4	3.4	5.6
	(3.4)	(2.0)	(2.1)	(3.0)	(1.6)	(5.2)	(2.0)	(2.1)	(2.5)
Number of respondents	100	135	213	99	369	23	157	148	161

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 10A: STUDENT ENROLLMENT IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH EMOTIONAL DISTURBANCES

Student Enrollment	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Average enrollment of:												
All students	936	1082	1091	720	928	968	882	957	1000	892	983	1092
	(38.0)	(68.5)	(65.6)	(46.1)	(43.3)	(79.2)	(56.9)	(62.0)	(81.7)	(46.4)	(82.4)	(105)
Secondary special education students	99	126	99	55	97	103	96	98	105	98	96	106
	(4.5)	(9.6)	(5.3)	(4.5)	(5.0)	(10.4)	(7.3)	(7.1)	(9.6)	(6.1)	(8.1)	(11.9)
Number of respondents	559	176	224	127	438	120	183	212	164	313	151	87
Average secondary school enrollment of students categorized as:												
Learning disabled	48	61	51	33	48	47	43	51	49	46	46	59
	(2.9)	(7.0)	(3.2)	(3.3)	(3.3)	(6.3)	(4.4)	(4.9)	(5.7)	(3.7)	(5.9)	(7.7)
Emotionally disturbed	21	23	22	8	20	25	20	22	20	21	21	17
	(1.6)	(2.8)	(2.3)	(0.9)	(1.7)	(3.9)	(2.7)	(2.5)	(3.0)	(2.1)	(2.9)	(3.3)
Speech impaired	1	2	1	1	1	2	1	1	1	1	2	1
	(0.3)	(0.8)	(0.2)	(0.4)	(0.3)	(0.7)	(0.5)	(0.4)	(0.7)	(0.3)	(0.8)	(0.7)
Mentally retarded	8	12	4	3	8	9	10	7	9	10	7	5
	(1.5)	(2.8)	(1.5)	(0.9)	(1.7)	(3.4)	(2.1)	(2.5)	(3.4)	(2.2)	(2.2)	(1.9)
Deaf/hard of hearing	2	3	2	1	2	1	2	2	4	2	2	5
	(0.5)	(1.2)	(0.7)	(0.1)	(0.6)	(0.4)	(0.5)	(0.5)	(1.7)	(0.4)	(0.6)	(3.1)
Visually impaired	1	1	0	0	1	1	1	1	1	1	1	0
	(0.1)	(0.2)	(0.2)	(0.1)	(0.1)	(0.2)	(0.1)	(0.2)	(0.2)	(0.2)	(0.2)	(0.1)
Orthopedically impaired	2	2	2	1	1	2	2	2	2	2	2	1
	(0.3)	(0.6)	(0.4)	(0.2)	(0.2)	(0.8)	(0.4)	(0.3)	(0.6)	(0.3)	(0.7)	(0.4)
Other health impaired	1	1	1	1	1	1	1	1	1	1	1	1
	(0.2)	(0.3)	(0.3)	(0.2)	(0.2)	(0.4)	(0.2)	(0.2)	(0.3)	(0.2)	(0.3)	(0.5)
Multiply impaired, deaf/blind	2	2	0	1	2	3	2	2	3	2	2	2
	(0.5)	(0.8)	(0.2)	(0.4)	(0.5)	(1.6)	(0.7)	(0.8)	(1.4)	(0.8)	(0.7)	(0.9)
Number of respondents	554	174	221	127	436	117	182	209	163	312	147	87
Percentage in schools with minority student enrollment of:												
10% or less	37.6	18.8	47.4	58.2	37.3	38.1	37.6	34.4	43.3	38.0	33.7	43.2
	(2.8)	(4.1)	(4.6)	(5.9)	(3.2)	(6.1)	(4.8)	(4.4)	(5.5)	(3.7)	(5.4)	(7.8)
11% to 25%	22.5	21.6	26.3	14.7	22.0	24.3	27.9	18.6	19.4	22.7	28.4	9.6
	(2.4)	(4.3)	(4.1)	(4.2)	(2.7)	(5.4)	(4.5)	(3.6)	(4.4)	(3.2)	(5.1)	(4.6)
26% to 50%	17.5	23.6	14.7	7.6	18.2	15.2	14.8	22.2	13.8	15.6	20.3	20.1
	(2.2)	(4.4)	(3.3)	(3.2)	(2.6)	(4.5)	(3.5)	(3.8)	(3.8)	(2.8)	(4.6)	(6.3)
More than 50%	22.5	35.9	11.7	19.4	22.6	22.3	19.7	24.7	23.5	23.8	17.5	27.1
	(2.4)	(5.0)	(3.0)	(4.7)	(2.8)	(5.2)	(4.0)	(4.0)	(4.7)	(3.2)	(4.3)	(7.0)
Number of respondents	574	180	230	128	447	126	183	218	173	316	159	91

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 10B: STUDENT ENROLLMENT IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH EMOTIONAL DISTURBANCES

Student Enrollment	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Average enrollment of:									
All students	851	855	1044	910	909	1277	820	1014	1035
	(77.0)	(79.1)	(67.5)	(94.9)	(48.2)	(235)	(68.3)	(75.5)	(81.8)
Secondary special education students	97	105	96	120	94	114	99	96	108
	(12.2)	(9.5)	(6.8)	(14.8)	(5.4)	(21.9)	(9.3)	(8.7)	(9.7)
Number of respondents	96	125	202	93	349	23	150	141	150
Average secondary school enrollment of students categorized as:									
Learning disabled	45	57	42	62	43	66	47	48	52
	(6.9)	(7.2)	(3.6)	(9.9)	(3.2)	(15.5)	(6.0)	(6.1)	(5.2)
Emotionally disturbed	18	23	22	26	20	22	22	21	22
	(3.3)	(3.3)	(2.5)	(4.9)	(1.9)	(5.0)	(3.5)	(2.9)	(2.7)
Speech impaired	2	1	1	1	1	3	1	1	2
	(1.0)	(0.6)	(0.3)	(0.9)	(0.4)	(1.9)	(0.7)	(0.4)	(0.7)
Mentally retarded	10	8	8	10	9	2	8	6	11
	(3.6)	(3.0)	(2.5)	(4.3)	(2.0)	(2.1)	(2.7)	(1.9)	(4.0)
Deaf/hard of hearing	3	1	3	2	2	1	1	3	3
	(1.8)	(0.3)	(0.9)	(1.1)	(0.7)	(1.0)	(0.4)	(1.6)	(1.1)
Visually impaired	1	1	1	1	1	0	1	1	1
	(0.2)	(0.3)	(0.2)	(0.4)	(0.1)	(0.2)	(0.2)	(0.1)	(0.2)
Orthopedically impaired	1	1	3	1	2	2	1	2	2
	(0.5)	(0.4)	(0.6)	(0.3)	(0.4)	(1.0)	(0.3)	(0.6)	(0.7)
Other health impaired	1	1	1	1	1	1	1	1	1
	(0.4)	(0.2)	(0.3)	(0.4)	(0.2)	(0.7)	(0.2)	(0.3)	(0.4)
Multiply impaired, deaf/blind	3	2	2	2	2	4	1	2	4
	(1.4)	(1.1)	(1.0)	(0.9)	(0.8)	(2.1)	(0.4)	(0.8)	(1.9)
Number of respondents	95	125	201	93	347	23	148	141	150
Percentage in schools with minority student enrollment of									
10% or less	30.3	32.5	46.4	8.3	47.5	4.5	29.1	41.6	41.8
	(6.1)	(5.5)	(4.6)	(3.9)	(3.7)	(6.3)	(5.0)	(5.8)	(5.5)
11% to 25%	26.6	20.2	25.6	22.3	26.3	3.6	25.6	21.1	25.5
	(5.9)	(4.7)	(4.0)	(5.9)	(3.3)	(5.7)	(4.8)	(4.8)	(4.9)
26% to 50%	13.6	19.7	17.8	15.5	17.7	26.8	15.2	20.7	16.0
	(4.6)	(4.7)	(3.5)	(5.2)	(2.8)	(13.6)	(4.0)	(4.8)	(4.1)
More than 50%	29.5	27.7	10.3	53.8	8.5	65.2	30.1	16.5	16.8
	(6.1)	(5.3)	(2.8)	(7.1)	(2.1)	(14.6)	(5.1)	(4.4)	(4.2)
Number of respondents	100	126	209	97	359	21	155	141	156

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school

Table 10A: STUDENT ENROLLMENT IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH EMOTIONAL DISTURBANCES (Concluded)

Student Enrollment	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in schools with low income student enrollment of:												
Less than 10%	24.0	16.6	47.0	6.8	23.3	26.4	23.8	22.5	26.8	22.7	26.2	29.1
	(2.5)	(3.9)	(4.6)	(3.0)	(2.8)	(5.6)	(4.2)	(3.9)	(4.9)	(3.2)	(5.0)	(7.1)
10% to 25%	25.5	16.1	29.1	35.8	26.2	23.5	24.4	25.8	27.2	25.7	26.3	20.1
	(2.5)	(3.8)	(4.2)	(5.7)	(2.9)	(5.3)	(4.2)	(4.0)	(5.0)	(3.3)	(5.0)	(6.3)
26% to 50%	30.6	40.6	16.7	35.5	29.5	33.7	36.3	29.1	22.7	30.9	29.5	30.5
	(2.7)	(5.1)	(3.5)	(5.7)	(3.0)	(6.0)	(4.8)	(4.2)	(4.7)	(3.5)	(5.2)	(7.2)
More than 50%	19.9	26.6	7.1	21.9	21.0	16.5	15.5	22.5	23.3	20.7	18.0	20.3
	(2.3)	(4.6)	(2.4)	(4.9)	(2.7)	(4.7)	(3.6)	(3.9)	(4.7)	(3.1)	(4.4)	(6.3)
Number of respondents	573	181	231	129	447	125	184	217	172	318	154	93
Of students in schools serving 12th grade, percentage in schools with student graduation rate of:*												
50% or less	10.5	13.2	7.0	6.2	10.8	9.6	9.0	11.2	11.9	11.2	12.0	3.9
	(1.9)	(3.9)	(2.5)	(3.1)	(2.2)	(4.0)	(3.2)	(3.1)	(3.8)	(2.7)	(3.9)	(3.2)
51% to 75%	15.9	19.9	10.5	15.5	16.7	13.6	16.5	16.7	13.6	13.6	14.2	29.3
	(2.3)	(4.6)	(3.0)	(4.6)	(2.7)	(4.7)	(4.2)	(3.7)	(4.0)	(2.9)	(4.1)	(7.5)
76% to 95%	56.1	63.5	47.2	66.2	55.6	57.3	56.8	52.8	60.9	56.2	57.5	52.3
	(3.1)	(5.6)	(4.9)	(6.0)	(3.6)	(6.7)	(5.6)	(4.9)	(5.8)	(4.2)	(5.9)	(8.3)
More than 95%	17.4	3.3	35.3	12.1	16.9	19.5	17.6	19.4	13.6	19.0	16.2	14.4
	(2.4)	(2.1)	(4.7)	(4.1)	(2.7)	(5.4)	(4.3)	(3.9)	(4.0)	(3.3)	(4.4)	(5.8)
Number of respondents	488	148	208	114	380	107	145	193	150	258	140	83
Of students in schools serving 12th grade, percentage in schools with college (2- or 4-year) attendance rate of:*												
25% or less	22.4	20.6	20.6	17.8	24.0	17.3	20.8	22.8	24.5	23.1	24.5	13.2
	(2.7)	(4.8)	(4.0)	(4.9)	(3.1)	(5.2)	(4.7)	(4.2)	(5.1)	(3.6)	(5.2)	(5.7)
26% to 50%	33.4	27.1	26.4	54.4	33.4	33.0	29.6	39.4	29.0	33.7	30.7	42.1
	(3.0)	(5.3)	(4.3)	(6.3)	(3.4)	(6.4)	(5.2)	(4.8)	(5.4)	(4.0)	(5.6)	(8.3)
51% to 75%	36.7	45.9	40.8	25.5	34.7	43.6	44.0	28.8	38.8	35.3	37.6	38.3
	(3.1)	(5.9)	(4.8)	(5.5)	(3.5)	(6.8)	(5.7)	(4.5)	(5.8)	(4.1)	(5.9)	(8.1)
More than 75%	7.5	6.4	12.2	2.3	7.9	6.1	5.6	9.0	7.6	8.0	7.2	6.5
	(1.7)	(2.9)	(3.2)	(1.9)	(2.0)	(3.3)	(2.7)	(2.8)	(3.1)	(2.3)	(3.1)	(4.1)
Number of respondents	475	140	205	113	369	105	139	187	149	251	135	81

* See Appendix for percentage of youth that attended schools serving 12th grade.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 108: STUDENT ENROLLMENT IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH EMOTIONAL DISTURBANCES (Concluded)

Student Enrollment	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools with low income student enrollment of:									
Less than 10%	14.7	17.5	36.8	12.1	28.7	12.3	15.8	25.2	35.3
	(4.8)	(4.4)	(4.5)	(4.7)	(3.3)	(10.1)	(4.1)	(5.0)	(5.4)
10% to 25%	16.9	28.5	31.6	17.3	28.5	8.0	18.3	31.8	29.5
	(5.1)	(5.3)	(4.3)	(5.4)	(3.3)	(8.3)	(4.3)	(5.4)	(5.2)
26% to 50%	40.6	27.6	22.9	34.1	28.2	45.0	38.6	26.6	23.3
	(6.6)	(5.2)	(3.9)	(6.8)	(3.3)	(15.2)	(5.4)	(5.1)	(4.8)
More than 50%	27.8	26.4	8.7	36.5	14.6	34.7	27.3	16.4	11.9
	(6.1)	(5.1)	(2.6)	(6.9)	(2.6)	(14.6)	(4.9)	(4.3)	(3.7)
Number of respondents	97	129	207	95	360	21	156	143	153
Of students in schools serving 12th grade, percentage in schools with student graduation rate of:*									
50% or less	8.9	16.6	9.1	21.2	7.9	22.3	19.2	5.8	7.7
	(4.3)	(4.8)	(2.9)	(6.3)	(2.2)	(14.4)	(4.8)	(2.9)	(3.3)
51% to 75%	17.0	14.9	15.1	21.7	14.6	12.5	12.3	15.4	18.9
	(5.6)	(4.6)	(3.6)	(6.4)	(2.9)	(11.5)	(4.0)	(4.5)	(4.8)
76% to 95%	65.7	51.0	46.4	49.0	56.1	45.9	54.4	61.1	45.0
	(7.1)	(6.5)	(5.0)	(7.7)	(4.1)	(17.3)	(6.1)	(6.1)	(6.1)
More than 95%	8.4	17.5	29.3	8.2	21.4	19.2	14.2	17.8	28.4
	(4.1)	(4.9)	(4.6)	(4.2)	(3.4)	(13.7)	(4.3)	(4.8)	(5.5)
Number of respondents	80	105	176	82	299	17	130	122	127
Of students in schools serving 12th grade, percentage in schools with college (2- or 4-year) attendance rate of:*									
25% or less	18.8	34.2	18.1	31.8	21.3	12.2	29.3	16.5	21.6
	(6.0)	(6.3)	(3.9)	(7.4)	(3.4)	(11.3)	(5.6)	(4.7)	(5.1)
26% to 50%	37.9	34.9	26.6	35.7	30.2	51.2	30.8	33.8	32.7
	(7.4)	(6.3)	(4.5)	(7.6)	(3.8)	(17.3)	(5.7)	(6.0)	(5.9)
51% to 75%	39.5	22.9	42.2	25.9	39.1	27.2	37.0	37.7	32.2
	(7.5)	(5.5)	(5.0)	(6.9)	(4.0)	(15.4)	(6.0)	(6.2)	(5.8)
More than 75%	3.8	8.0	13.1	6.6	9.4	9.4	2.9	12.0	13.6
	(2.9)	(3.6)	(3.4)	(3.9)	(2.4)	(10.1)	(2.1)	(4.1)	(4.3)
Number of respondents	76	100	172	77	291	17	126	119	123

* See Appendix for percentage of youth that attended schools serving 12th grade.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 11A: STAFFING CHARACTERISTICS OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH EMOTIONAL DISTURBANCES

Staffing Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
For students in secondary schools, percentage in schools whose FTE special education staff included:												
Fewer than 5 professionals	28.5	22.1	23.1	48.0	27.2	32.5	35.5	23.1	24.6	31.1	28.4	18.2
	(2.6)	(4.4)	(3.9)	(5.9)	(2.9)	(5.9)	(4.7)	(3.9)	(4.8)	(3.5)	(5.2)	(6.1)
5 to 10 professionals	34.9	29.5	39.6	41.0	37.1	27.5	33.5	35.7	36.2	34.7	29.0	42.4
	(2.8)	(4.8)	(4.5)	(5.8)	(3.2)	(5.6)	(4.6)	(4.5)	(5.4)	(3.6)	(5.2)	(7.8)
11 to 25 professionals	25.6	35.7	27.6	7.7	25.1	27.4	21.4	28.7	28.0	22.0	33.4	31.4
	(2.6)	(5.0)	(4.1)	(3.1)	(2.9)	(5.6)	(4.0)	(4.2)	(5.1)	(3.1)	(5.4)	(7.3)
More than 25 professionals	11.0	12.7	9.7	3.4	10.6	12.6	9.6	12.4	11.2	12.1	9.2	8.1
	(1.8)	(3.5)	(2.8)	(2.1)	(2.0)	(4.2)	(2.9)	(3.1)	(3.6)	(2.5)	(3.3)	(4.3)
Number of respondents	571	177	230	131	446	124	189	213	169	318	153	92
For students in secondary schools, average ratio of secondary special education students to special education professionals	11.3	11.5	13.0	10.6	11.3	11.4	12.4	10.4	11.0	11.7	11.1	10.4
	(0.5)	(0.7)	(0.9)	(0.7)	(0.5)	(1.0)	(0.8)	(0.7)	(0.7)	(0.6)	(0.8)	(0.9)
Number of respondents	554	173	224	127	435	118	184	209	161	310	149	87
Percentage in schools with:												
Case managers for special ed. students	85.1	85.6	89.4	81.8	85.1	85.0	86.1	82.7	87.6	84.9	83.1	90.2
	(2.2)	(4.0)	(2.9)	(5.1)	(2.5)	(5.0)	(3.7)	(3.8)	(3.9)	(2.9)	(4.7)	(5.0)
Staff responsible for finding jobs for special ed. students	50.1	44.5	57.5	49.7	50.9	47.6	36.5	54.9	66.9	43.9	58.7	63.0
	(3.1)	(5.6)	(4.7)	(6.4)	(3.5)	(6.8)	(5.0)	(4.9)	(5.5)	(4.0)	(6.0)	(7.8)
Number of respondents	499	152	218	103	395	103	161	188	150	279	132	80
Of students in schools with nondisabled students, percentage in schools whose portion of regular ed. staff receiving inservice training on special education was:*												
10% or less	51.1	56.6	54.1	40.3	48.5	61.7	55.0	50.5	44.9	53.0	54.6	40.2
	(3.5)	(6.5)	(5.2)	(6.3)	(3.8)	(7.8)	(5.7)	(5.6)	(6.4)	(4.5)	(6.8)	(8.4)
11% to 25%	7.2	4.9	6.6	10.9	7.3	5.8	7.6	4.5	11.0	5.6	6.2	17.8
	(1.8)	(2.8)	(2.6)	(4.0)	(2.0)	(3.7)	(3.1)	(2.3)	(4.0)	(2.1)	(3.3)	(6.6)
26% to 50%	4.4	2.6	2.5	9.0	4.0	5.8	5.3	4.7	2.0	4.7	2.4	1.8
	(1.4)	(2.1)	(1.6)	(3.7)	(1.5)	(3.8)	(2.6)	(2.4)	(1.8)	(1.9)	(2.1)	(2.3)
More than 50%	37.3	35.9	36.8	39.8	40.2	26.7	32.1	40.3	42.1	36.8	36.8	40.2
	(3.3)	(6.3)	(5.0)	(6.3)	(3.8)	(7.1)	(5.4)	(5.5)	(6.3)	(4.4)	(6.6)	(8.4)
Number of respondents	411	114	184	108	333	77	137	148	126	225	105	74

* See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 11B: STAFFING CHARACTERISTICS OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH EMOTIONAL DISTURBANCES

Staffing Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
For students in secondary schools, percentage in schools whose FTE special education staff included:									
Fewer than 5 professionals	30.2	33.7	27.2	21.0	33.8	12.8	34.4	30.3	26.0
	(6.2)	(5.5)	(4.2)	(5.8)	(3.5)	(10.2)	(5.3)	(5.3)	(5.0)
5 to 10 professionals	35.7	25.2	34.7	34.9	31.5	27.9	29.5	34.7	30.5
	(6.5)	(5.0)	(4.5)	(6.8)	(3.4)	(13.8)	(5.1)	(5.5)	(5.2)
11 to 25 professionals	25.7	26.0	26.1	29.4	24.5	39.6	23.2	22.0	33.1
	(5.9)	(5.1)	(4.1)	(6.5)	(3.2)	(15.0)	(4.7)	(4.8)	(5.4)
More than 25 professionals	8.3	15.1	12.0	14.7	10.2	19.7	12.9	12.9	10.3
	(3.7)	(4.1)	(3.1)	(5.1)	(2.2)	(12.2)	(3.7)	(3.9)	(3.5)
Number of respondents	96	132	204	96	358	21	155	146	150
For students in secondary schools, average ratio of secondary special education students to special education professionals	10.5	11.4	11.7	10.7	11.8	8.6	11.2	11.5	11.7
	(0.8)	(0.9)	(0.8)	(0.9)	(0.6)	(1.2)	(0.8)	(0.9)	(0.9)
Number of respondents	93	125	200	92	347	21	150	139	147
Percentage in schools with:									
Case managers for special ed. students	84.9	82.8	87.6	81.6	87.8	70.5	82.5	85.8	89.1
	(5.2)	(4.7)	(3.3)	(6.1)	(2.6)	(13.6)	(4.6)	(4.3)	(3.7)
Staff responsible for finding jobs for special ed. students	37.3	58.1	52.8	49.7	46.3	72.3	42.1	51.7	57.1
	(6.9)	(6.1)	(4.9)	(7.7)	(3.9)	(13.0)	(5.8)	(6.1)	(5.9)
Number of respondents	84	113	182	80	315	22	135	124	136
Of students in schools with nondisabled students, percentage in schools whose portion of regular ed. staff receiving inservice training on special education was:*									
10% or less	46.0	56.7	52.8	45.6	54.5	30.4	53.2	47.4	51.0
	(8.1)	(6.8)	(5.6)	(8.9)	(4.4)	(15.0)	(6.9)	(6.8)	(6.6)
11% to 25%	5.2	8.8	4.8	1.8	6.7	26.3	6.3	7.3	7.6
	(3.6)	(3.9)	(2.4)	(2.4)	(2.2)	(14.3)	(3.4)	(3.5)	(3.5)
26% to 50%	1.9	4.5	4.9	2.9	5.2	0.0	4.3	5.8	2.2
	(2.2)	(2.9)	(2.4)	(3.0)	(2.0)	(0.0)	(2.8)	(3.2)	(1.9)
More than 50%	46.9	29.9	37.5	49.7	33.6	43.3	36.3	39.5	39.3
	(8.1)	(6.3)	(5.4)	(8.9)	(4.2)	(16.1)	(6.7)	(6.6)	(6.4)
Number of respondents	67	93	144	63	252	19	102	103	113

* See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 12A: POLICIES OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH EMOTIONAL DISTURBANCES

School Policies	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
MAINSTREAMING												
Of students in schools with nondisabled students, percentage in schools that expected mainstreamed students to keep up without special help*	40.8	61.3	35.9	21.1	39.3	46.6	49.7	35.2	33.5	43.9	33.6	41.6
	(3.3)	(5.8)	(4.8)	(5.3)	(3.6)	(7.5)	(5.6)	(5.1)	(5.9)	(4.3)	(6.3)	(8.2)
Number of respondents	440	134	192	110	352	87	145	163	132	243	112	78
Of students in schools with nondisabled students, percentage in schools that gave teachers with mainstreamed students:*												
Special inservice training	38.4	28.1	48.9	36.8	39.9	33.0	37.1	40.9	36.2	38.5	40.6	32.0
	(3.2)	(5.4)	(5.1)	(6.2)	(3.6)	(7.1)	(5.4)	(5.3)	(6.0)	(4.3)	(6.5)	(7.8)
Consultation services	96.7	99.6	96.2	93.1	96.0	98.9	97.1	97.5	94.4	97.2	96.6	93.6
	(1.2)	(0.7)	(1.9)	(3.2)	(1.5)	(1.6)	(1.9)	(1.7)	(2.9)	(1.4)	(2.4)	(4.1)
Special materials	47.1	27.3	55.8	61.7	48.0	43.3	47.0	46.0	49.5	48.3	41.3	50.8
	(3.3)	(5.3)	(5.0)	(6.2)	(3.7)	(7.5)	(5.6)	(5.4)	(6.3)	(4.4)	(6.5)	(8.3)
Classroom aides	26.8	18.8	36.1	24.2	27.7	22.9	22.6	27.7	33.3	23.8	32.9	27.4
	(3.0)	(4.7)	(4.9)	(5.5)	(3.3)	(6.3)	(4.7)	(4.8)	(5.9)	(3.7)	(6.2)	(7.4)
Reduced class size	11.2	5.5	18.4	8.2	11.5	8.9	8.6	11.2	16.0	8.0	14.9	18.3
	(2.1)	(2.7)	(3.9)	(3.5)	(2.4)	(4.3)	(3.1)	(3.4)	(4.6)	(2.4)	(4.7)	(6.4)
None of these	0.3	0.4	0.5	0.0	0.4	0.0	0.0	0.3	0.9	0.3	0.6	0.0
	(0.4)	(0.7)	(0.7)	(0.0)	(0.5)	(0.0)	(0.0)	(0.6)	(1.1)	(0.5)	(1.0)	(0.0)
Number of respondents	441	134	192	111	353	87	146	163	132	244	112	78
GRADING												
Of students in schools with nondisabled students, percentage in schools that graded mainstreamed students:*												
On same standard as regular education students	72.7	81.3	76.9	56.6	73.5	70.8	76.0	71.5	68.8	72.5	70.5	77.7
	(3.1)	(4.7)	(4.5)	(6.8)	(3.4)	(7.2)	(4.9)	(5.1)	(6.0)	(4.1)	(6.3)	(7.1)
On different standard	26.6	18.7	23.1	41.9	25.7	29.2	24.0	26.8	31.2	26.5	29.5	22.3
	(3.1)	(4.7)	(4.5)	(6.7)	(3.4)	(7.2)	(4.9)	(5.0)	(6.0)	(4.0)	(6.3)	(7.1)
Did not grade mainstreamed students	0.6	0.0	0.0	1.5	0.8	0.0	0.0	1.7	0.0	1.0	0.0	0.0
	(0.6)	(0.0)	(0.0)	(1.6)	(0.7)	(0.0)	(0.0)	(1.5)	(0.0)	(0.9)	(0.0)	(0.0)
Number of respondents	408	130	174	99	327	80	137	146	125	223	105	74

* See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 12B: POLICIES OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH EMOTIONAL DISTURBANCES

School Policies	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
MAINSTREAMING									
Of students in schools with nondisabled students, percentage in schools that expected mainstreamed students to keep up without special help*	46.0	34.2	35.9	38.2	41.4	43.8	43.9	46.2	29.1
	(7.6)	(6.5)	(5.2)	(8.1)	(4.2)	(15.2)	(6.3)	(6.5)	(6.0)
Number of respondents	76	94	154	71	268	21	119	112	111
Of students in schools with nondisabled students, percentage in schools that gave teachers with mainstreamed students:*									
Special inservice training	34.1	36.1	50.0	41.9	41.3	24.3	36.2	46.3	38.0
	(7.2)	(6.6)	(5.4)	(8.3)	(4.2)	(13.2)	(6.1)	(6.5)	(6.4)
Consultation services	100	93.4	98.4	97.8	97.4	100	97.5	96.6	98.9
	(0.0)	(3.4)	(1.4)	(2.4)	(1.4)	(0.0)	(2.0)	(2.4)	(1.4)
Special materials	43.6	40.9	56.3	48.9	47.8	26.8	46.3	40.8	52.7
	(7.5)	(6.7)	(5.3)	(8.4)	(4.3)	(13.6)	(6.4)	(6.4)	(6.6)
Classroom aides	19.7	27.9	33.7	26.4	29.5	12.7	25.0	25.1	33.5
	(6.0)	(6.1)	(5.1)	(7.4)	(3.9)	(10.2)	(5.5)	(5.7)	(6.2)
Reduced class size	8.2	8.9	13.0	7.9	12.3	6.7	11.4	10.8	10.9
	(4.2)	(3.9)	(3.6)	(4.5)	(2.8)	(7.7)	(4.1)	(4.1)	(4.1)
None of these	0.0	0.6	0.8	0.0	0.5	0.0	0.5	0.5	0.0
	(0.0)	(1.0)	(0.9)	(0.0)	(0.6)	(0.0)	(0.9)	(0.9)	(0.0)
Number of respondents	76	94	155	71	269	21	119	111	113
GRADING									
Of students in schools with nondisabled students, percentage in schools that graded mainstreamed students:*									
On same standard as regular education students	72.8	72.2	70.1	85.5	73.5	41.3	71.4	76.8	66.6
	(7.0)	(6.4)	(5.1)	(6.1)	(4.0)	(14.9)	(6.0)	(5.8)	(6.4)
On different standard	25.8	27.8	28.8	14.5	26.5	49.6	27.4	23.2	32.2
	(6.9)	(6.4)	(5.1)	(6.1)	(4.0)	(15.2)	(5.9)	(5.8)	(6.4)
Did not grade mainstreamed students	1.3	0.0	1.0	0.0	0.0	9.0	1.2	0.0	1.2
	(1.8)	(0.0)	(1.1)	(0.0)	(0.0)	(8.7)	(1.4)	(0.0)	(1.5)
Number of respondents	71	88	142	66	247	21	110	101	106

* See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 12A: POLICIES OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH EMOTIONAL DISTURBANCES (Continued)

School Policies	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
GRADING (CONCLUDED)												
Of students in schools with non-disabled students, percentage in schools that graded special education classes:*												
On same standard as regular classes	21.4	15.8	18.2	32.6	19.7	27.9	21.6	19.6	24.2	20.4	17.0	29.6
	(2.8)	(4.5)	(3.9)	(6.2)	(3.0)	(6.8)	(4.7)	(4.3)	(5.5)	(3.6)	(5.1)	(7.7)
On standard different from regular classes	77.1	84.2	81.8	63.5	78.4	72.1	77.8	77.4	75.0	77.5	83.0	69.2
	(2.8)	(4.5)	(3.9)	(6.3)	(3.1)	(6.8)	(4.7)	(4.6)	(5.5)	(3.7)	(5.1)	(7.8)
Did not give grades for special education classes	1.5	0.0	0.0	3.8	1.9	0.0	0.6	2.9	0.7	2.1	0.0	1.2
	(0.8)	(0.0)	(0.0)	(2.5)	(1.0)	(0.0)	(0.9)	(1.8)	(1.1)	(1.3)	(0.0)	(1.8)
Number of respondents	428	128	190	105	342	85	143	157	128	237	107	77
PRIMARY SCHOOL FUNCTION												
Of students in schools with learning handicapped youth, percentage in schools whose primary intent relative to such students was training in:**												
Academic skills	53.4	58.5	62.3	41.0	51.8	60.2	56.9	54.1	45.6	56.7	50.2	47.0
	(3.4)	(6.0)	(5.1)	(6.5)	(3.8)	(7.5)	(5.7)	(5.4)	(6.4)	(4.4)	(6.7)	(8.7)
Independent living skills	41.1	35.2	29.6	56.6	42.9	33.3	40.3	40.9	42.6	39.3	39.2	48.3
	(3.3)	(5.8)	(4.8)	(6.6)	(3.7)	(7.3)	(5.6)	(5.3)	(6.3)	(4.3)	(6.6)	(8.7)
Skills for employment	5.6	6.3	8.0	2.4	5.3	6.5	2.8	5.0	11.8	4.0	10.6	4.7
	(1.5)	(3.0)	(2.9)	(2.0)	(1.7)	(3.8)	(1.9)	(2.3)	(4.1)	(1.7)	(4.1)	(3.7)
Number of respondents	430	129	180	103	345	84	140	160	130	239	112	73
SUSPENSION/EXPULSION												
Percentage in schools in which special education students:												
Could not be suspended or expelled	21.7	16.0	20.9	31.4	21.1	23.5	22.6	19.4	24.2	21.3	20.7	26.9
	(2.6)	(4.1)	(3.9)	(6.0)	(2.9)	(5.8)	(4.4)	(3.9)	(5.0)	(3.3)	(5.0)	(7.1)
Could only be suspended	28.5	31.6	27.2	24.7	29.8	24.2	31.9	26.2	26.3	28.2	30.2	26.3
	(2.8)	(5.2)	(4.3)	(5.6)	(3.2)	(5.9)	(4.9)	(4.4)	(5.2)	(3.7)	(5.6)	(7.1)
Could only be expelled	19.7	18.7	19.5	21.4	19.1	21.9	17.2	20.7	22.4	18.5	19.0	25.4
	(2.5)	(4.4)	(3.8)	(5.3)	(2.8)	(5.7)	(4.0)	(4.0)	(4.9)	(3.2)	(4.8)	(7.0)
Could be both suspended and expelled	30.1	33.7	32.4	22.5	30.1	30.4	28.2	33.7	27.0	32.0	30.1	21.5
	(2.9)	(5.3)	(4.5)	(5.4)	(3.2)	(6.3)	(4.8)	(4.7)	(5.2)	(3.8)	(5.6)	(6.6)
Number of respondents	506	153	217	109	400	105	162	190	154	278	136	84

* See Table 9 for percentage of youth in schools other than special schools that served only disabled students.
** See Appendix for percentage of youth in schools that served learning handicapped students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 12B: POLICIES OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH EMOTIONAL DISTURBANCES (Continued)

School Policies	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
GRADING (CONCLUDED)									
Of students in schools with non-disabled students, percentage in schools that graded special education classes:*									
On same standard as regular classes	30.2	20.3	10.9	28.9	16.5	31.5	19.0	21.3	19.6
	(7.2)	(5.6)	(3.4)	(7.9)	(3.2)	(14.2)	(5.2)	(5.5)	(5.2)
On standard different from regular classes	68.5	79.7	85.5	71.1	82.4	59.4	79.9	78.1	76.9
	(7.2)	(5.6)	(3.8)	(7.9)	(3.3)	(15.0)	(5.3)	(5.5)	(5.5)
Did not give grades for special education classes	1.3	0.0	3.6	0.0	1.1	9.1	1.1	0.6	3.5
	(1.8)	(0.0)	(2.0)	(0.0)	(0.9)	(8.8)	(1.4)	(1.0)	(2.4)
Number of respondents	72	89	153	66	262	21	111	106	114
PRIMARY SCHOOL FUNCTION									
Of students in schools with learning handicapped youth, percentage in schools whose primary intent relative to such students was training in:**									
Academic skills	51.0	60.5	57.5	62.8	54.2	50.9	57.7	52.2	57.8
	(7.6)	(6.6)	(5.4)	(8.3)	(4.3)	(15.6)	(6.4)	(6.6)	(6.6)
Independent living skills	43.1	32.0	38.3	26.1	42.9	35.9	37.4	41.7	35.7
	(7.6)	(6.3)	(5.3)	(7.5)	(4.2)	(15.0)	(6.3)	(6.5)	(6.4)
Skills for employment	6.0	7.6	4.2	11.1	2.9	13.2	5.0	6.1	6.5
	(3.6)	(3.6)	(2.2)	(5.4)	(1.4)	(10.6)	(2.8)	(3.1)	(3.3)
Number of respondents	76	96	151	67	269	20	117	110	110
SUSPENSION/EXPULSION									
Percentage in schools in which special education students:									
Could not be suspended or expelled	28.5	14.9	15.5	19.9	21.5	2.3	25.8	16.8	15.5
	(6.6)	(4.4)	(3.6)	(6.2)	(3.3)	(4.6)	(5.2)	(4.6)	(4.4)
Could only be suspended	21.7	28.0	36.3	28.0	29.2	33.6	26.6	30.6	32.4
	(6.1)	(5.6)	(4.8)	(7.0)	(3.6)	(14.5)	(5.3)	(5.6)	(5.7)
Could only be expelled	14.5	22.7	18.1	20.4	18.9	12.8	18.8	18.5	17.7
	(5.2)	(5.2)	(3.8)	(6.2)	(3.1)	(10.2)	(4.7)	(4.8)	(4.6)
Could be both suspended and expelled	35.4	34.4	30.2	31.8	30.4	51.3	28.8	34.1	34.3
	(7.0)	(5.9)	(4.5)	(7.2)	(3.7)	(15.3)	(5.4)	(5.8)	(5.7)
Number of respondents	82	115	184	84	314	21	135	128	135

* See Table 9 for percentage of youth in schools other than special schools that served only disabled students.
** See Appendix for percentage of youth in schools that served learning handicapped students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 12A: POLICIES OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH EMOTIONAL DISTURBANCES (Concluded)

School Policies	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
SUSPENSION/EXPULSION (CONCLUDED)												
Of youth in schools that could suspend or expel special ed. students, percentage in schools that did not arrange alternative placements for suspended/expelled students	74.7	65.9	77.5	90.1	74.0	77.0	73.0	72.8	81.4	69.3	79.4	90.8
	(2.8)	(5.4)	(4.1)	(4.1)	(3.2)	(5.9)	(4.8)	(4.6)	(4.8)	(3.9)	(5.1)	(4.8)
Number of respondents	476	150	205	96	375	100	159	175	142	263	129	77
GRADUATION												
Of students in schools with 12th grade, percentage in schools that required for a regular diploma that:*												
Special ed. students meet same standards as regular students	92.4	95.4	96.5	83.5	92.6	91.8	89.9	95.0	92.3	93.1	90.1	92.7
	(1.8)	(2.7)	(1.9)	(4.9)	(2.0)	(4.2)	(3.7)	(2.4)	(3.3)	(2.3)	(4.0)	(4.5)
Students pass a minimum competency test	7.6	4.6	3.5	16.5	7.4	8.2	10.1	5.0	7.7	6.9	9.9	7.3
	(1.8)	(2.7)	(1.9)	(4.9)	(2.0)	(4.2)	(3.7)	(2.4)	(3.3)	(2.3)	(4.0)	(4.5)
Number of respondents	407	120	181	102	323	83	121	156	130	219	109	72
Of students in schools that required minimum competency tests for graduation, percentage in schools whose special education students were:**												
Exempt from such tests	1.9	3.4	0.5	1.5	1.3	3.7	0.0	3.2	2.6	1.3	4.0	0.0
	(1.1)	(2.6)	(0.9)	(2.3)	(1.1)	(3.5)	(0.0)	(2.4)	(2.4)	(1.3)	(3.2)	(0.0)
Held to same testing procedures/ standards as other students	51.6	53.7	52.7	39.7	50.2	56.5	48.7	52.4	55.2	49.9	58.0	48.5
	(4.3)	(7.2)	(6.3)	(9.5)	(4.8)	(9.3)	(7.4)	(6.7)	(7.7)	(5.6)	(7.9)	(11.3)
Given extra help in taking the test	47.3	40.5	57.9	30.1	48.0	44.9	41.4	45.5	60.6	42.7	58.4	44.7
	(4.2)	(7.1)	(6.2)	(8.9)	(4.8)	(9.4)	(7.3)	(6.7)	(7.6)	(5.5)	(7.9)	(11.2)
Given a modified test	9.7	7.8	10.3	10.1	10.3	7.8	10.1	9.0	10.5	10.2	10.0	1.4
	(2.5)	(3.9)	(3.9)	(5.8)	(2.9)	(5.1)	(4.5)	(3.8)	(4.8)	(3.4)	(4.8)	(2.6)
Allowed to meet different standards	13.8	5.5	22.2	15.0	15.0	9.6	13.2	11.1	19.6	13.3	15.7	13.0
	(2.9)	(3.3)	(5.3)	(6.9)	(3.4)	(5.5)	(5.0)	(4.2)	(6.2)	(3.8)	(5.8)	(7.6)
Number of respondents	279	91	129	48	220	59	83	104	92	149	81	46

* See Appendix for percentage of youth in schools with 12th grade that served nondisabled students.
** See Appendix for percentage of youth in schools with 12th grade and nondisabled students that required minimum competency tests for graduation.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 12B: POLICIES OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH EMOTIONAL DISTURBANCES (Concluded)

School Policies	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
SUSPENSION/EXPULSION (CONCLUDED)									
Of youth in schools that could suspend or expel special ed. students, percentage in schools that did not arrange alternative placements for suspended/expelled students	68.4	68.1	73.5	55.5	77.6	40.5	72.9	68.5	71.8
	(7.1)	(6.0)	(4.4)	(8.0)	(3.4)	(15.0)	(5.5)	(5.9)	(5.6)
Number of respondents	75	105	178	77	296	21	126	119	127
GRADUATION									
Of students in schools with 12th grade, percentage in schools that required for a regular diploma that:*									
Special ed. students meet same standards as regular students	87.4	90.8	96.1	94.0	93.1	83.5	87.2	94.2	96.0
	(5.3)	(4.2)	(2.2)	(4.1)	(2.3)	(12.1)	(4.5)	(3.2)	(2.6)
Students pass a minimum competency test	12.6	9.2	3.9	6.0	6.9	16.5	12.8	5.8	4.0
	(5.3)	(4.2)	(2.2)	(4.1)	(2.3)	(12.1)	(4.5)	(3.2)	(2.6)
Number of respondents	69	85	144	66	246	19	107	104	104
Of students in schools that required minimum competency tests for graduation, percentage in schools whose special education students were:**									
Exempt from such tests	4.8	1.2	0.7	3.9	0.3	---	1.7	4.0	1.0
	(4.1)	(1.9)	(1.1)	(3.8)	(0.6)		(2.1)	(3.3)	(1.5)
Held to same testing procedures/ standards as other students	57.1	49.0	53.4	47.8	54.0	---	53.0	51.4	52.8
	(9.5)	(8.8)	(6.4)	(9.9)	(5.5)		(8.0)	(8.3)	(7.8)
Given extra help in taking the test	49.0	38.6	57.8	49.8	51.0	---	50.0	42.3	59.0
	(9.6)	(8.6)	(6.3)	(9.9)	(5.5)		(8.0)	(8.2)	(7.7)
Given a modified test	6.4	10.3	13.5	13.2	6.8	---	7.1	10.1	13.6
	(4.7)	(5.4)	(4.4)	(6.7)	(2.8)		(4.1)	(5.0)	(5.4)
Allowed to meet different standards	4.8	15.9	25.1	10.5	16.8	---	7.7	15.8	24.9
	(4.1)	(6.4)	(5.6)	(6.1)	(4.1)		(4.3)	(6.1)	(6.8)
Number of respondents	47	58	112	51	171	12	76	71	78

* See Appendix for percentage of youth in schools with 12th grade that served nondisabled students.
** See Appendix for percentage of youth in schools with 12th grade and nondisabled students that required minimum competency tests for graduation.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 13A: COORDINATION IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH EMOTIONAL DISTURBANCES

Coordination Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Of students in schools with mildly learning impaired students, percentage in schools whose curriculum for such students was coordinated with/parallel to the regular ed. curriculum*	78.4	83.7	78.2	77.8	77.1	83.0	74.6	84.3	75.1	78.5	72.9	89.4
	(2.7)	(4.3)	(4.1)	(5.5)	(3.0)	(5.5)	(4.7)	(3.8)	(5.4)	(3.5)	(5.6)	(5.2)
Number of respondents	468	146	201	104	375	92	158	173	137	261	123	77
Percentage in schools with at least monthly contact with:												
State vocational rehabilitation agency (VR)	24.6	20.7	29.9	16.6	25.6	20.8	20.2	27.1	28.1	23.0	30.0	18.6
	(2.8)	(4.9)	(4.4)	(4.8)	(3.1)	(5.8)	(4.4)	(4.5)	(5.4)	(3.5)	(5.8)	(6.5)
State developmental disabilities agency	13.1	10.7	12.6	15.8	11.8	17.6	10.2	15.8	13.4	14.4	7.7	15.7
	(2.4)	(4.0)	(3.7)	(5.1)	(2.6)	(5.9)	(3.6)	(4.1)	(4.6)	(3.2)	(3.7)	(6.9)
Vocational schools	31.5	23.1	40.7	26.4	30.3	35.3	29.3	31.3	35.9	31.2	32.1	31.4
	(3.0)	(5.1)	(4.9)	(5.9)	(3.4)	(6.8)	(5.0)	(4.8)	(5.9)	(3.9)	(6.1)	(7.8)
Colleges	5.0	4.3	7.5	3.4	4.7	6.0	6.0	3.4	5.8	5.2	3.0	8.3
	(1.4)	(2.5)	(2.6)	(2.5)	(1.6)	(3.4)	(2.6)	(1.9)	(2.9)	(1.9)	(2.2)	(4.8)
Mental health agencies	26.4	21.9	25.4	26.8	25.3	29.7	18.3	32.0	30.3	23.0	33.8	26.5
	(2.8)	(4.9)	(4.2)	(5.7)	(3.1)	(6.4)	(4.3)	(4.6)	(5.6)	(3.5)	(5.9)	(7.4)
Social service agencies	31.6	27.3	30.2	33.5	30.4	35.4	20.1	38.8	39.7	27.6	37.0	37.2
	(3.0)	(5.2)	(4.5)	(6.1)	(3.3)	(6.8)	(4.4)	(4.9)	(5.9)	(3.7)	(6.1)	(8.1)
Number of respondents	388	113	161	89	306	82	127	145	116	216	108	59

* See Appendix for percentage of youth who attended schools that served nondisabled and mildly learning impaired students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 13B: COORDINATION IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH EMOTIONAL DISTURBANCES

Coordination Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Of students in schools with mildly learning impaired students, percentage in schools whose curriculum for such students was coordinated with/parallel to the regular ed. curriculum*	79.3	75.8	79.1	77.7	78.5	86.2	75.5	83.4	78.5
	(6.1)	(5.4)	(4.3)	(6.7)	(3.4)	(10.9)	(5.3)	(4.7)	(5.2)
Number of respondents	78	109	162	77	289	20	127	118	120
Percentage in schools with at least monthly contact with:									
State vocational rehabilitation agency (VR)	15.4	27.4	33.3	22.3	26.3	25.8	16.4	25.6	34.4
	(5.4)	(5.7)	(4.8)	(7.1)	(3.6)	(12.8)	(4.6)	(5.5)	(5.8)
State developmental disabilities agency	14.2	9.9	15.1	13.6	12.1	11.8	13.4	9.0	15.1
	(5.7)	(4.1)	(4.1)	(6.4)	(2.9)	(10.9)	(4.5)	(4.0)	(5.0)
Vocational schools	25.5	28.8	33.9	21.9	34.6	4.8	28.3	26.0	33.2
	(6.7)	(5.8)	(4.9)	(7.1)	(3.9)	(6.7)	(5.7)	(5.7)	(5.8)
Colleges	4.0	2.1	7.6	3.0	5.0	9.5	4.8	3.3	6.6
	(3.0)	(1.9)	(2.7)	(2.9)	(1.8)	(9.2)	(2.7)	(2.3)	(3.1)
Mental health agencies	25.5	17.9	32.9	25.6	26.8	8.6	25.4	18.6	30.9
	(6.5)	(4.9)	(4.8)	(7.2)	(3.6)	(8.7)	(5.3)	(4.9)	(5.7)
Social service agencies	26.3	25.3	33.5	29.9	29.6	21.5	28.4	19.6	37.6
	(6.6)	(5.5)	(4.8)	(7.5)	(3.7)	(12.8)	(5.5)	(5.0)	(6.0)
Number of respondents	66	92	135	57	251	17	111	98	100

* See Appendix for percentage of youth who attended schools that served nondisabled and mildly learning impaired students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 13A: COORDINATION IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH EMOTIONAL DISTURBANCES (Concluded)

Coordination Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Of students in schools serving 12th grade, percentage in schools whose staff contacts with the state VR agency resulted in:*												
Referrals of special education students to VR	83.0	87.7	82.5	80.0	82.4	84.8	84.9	80.5	84.0	83.2	80.4	86.5
	(2.5)	(4.0)	(3.8)	(5.4)	(2.8)	(5.2)	(4.2)	(4.1)	(4.4)	(3.2)	(5.0)	(5.8)
VR staff involvement in writing IEPs	27.1	23.4	37.0	13.9	28.0	23.1	26.4	24.1	33.5	25.0	32.0	32.6
	(2.9)	(5.1)	(4.8)	(4.7)	(3.3)	(6.1)	(5.1)	(4.4)	(5.6)	(3.7)	(5.9)	(8.0)
VR staff being assigned to ongoing work in the school	31.9	37.6	37.9	16.4	34.1	24.1	32.8	28.0	37.2	31.0	35.9	30.1
	(3.1)	(5.9)	(4.8)	(5.0)	(3.5)	(6.2)	(5.5)	(4.6)	(5.8)	(4.0)	(6.0)	(7.8)
VR and school staff collaboration in developing programs	33.0	23.7	42.8	28.0	34.8	26.7	26.2	30.8	47.7	30.2	39.3	39.1
	(3.1)	(5.1)	(4.9)	(6.1)	(3.5)	(6.4)	(5.1)	(4.7)	(6.0)	(4.0)	(6.1)	(8.3)
No VR contact or no action taken	10.8	6.1	10.9	17.1	11.3	9.2	11.9	12.0	7.0	11.9	9.6	7.0
	(2.0)	(2.9)	(3.1)	(5.1)	(2.3)	(4.2)	(3.8)	(3.3)	(3.0)	(2.8)	(3.7)	(4.3)
Number of respondents	460	134	205	98	364	95	135	175	150	248	128	76
Percentage in schools that usually or always:												
When students changed schools:												
Transferred IEPs	31.2	41.3	30.1	12.0	32.4	26.8	34.9	30.8	24.9	36.0	29.1	13.7
	(2.9)	(5.5)	(4.4)	(4.1)	(3.3)	(6.1)	(5.0)	(4.6)	(5.1)	(3.9)	(5.5)	(5.5)
Transferred files	31.4	41.5	29.9	12.0	32.7	26.8	35.6	31.0	24.1	36.2	29.9	12.2
	(2.9)	(5.5)	(4.4)	(4.1)	(3.3)	(6.1)	(5.0)	(4.6)	(5.0)	(3.9)	(5.6)	(5.3)
Discussed student needs with other schools' staff	24.9	31.6	25.2	8.0	25.6	22.5	28.1	22.8	23.0	27.7	26.6	10.4
	(2.7)	(5.2)	(4.1)	(3.5)	(3.0)	(5.8)	(4.7)	(4.1)	(4.9)	(3.6)	(5.4)	(4.9)
When students became clients of service agencies:												
Sent files to agencies	28.3	35.3	25.6	13.7	29.8	22.8	32.6	25.6	24.6	34.1	24.1	7.8
	(2.9)	(5.5)	(4.2)	(4.9)	(3.3)	(5.9)	(5.0)	(4.5)	(5.2)	(3.9)	(5.4)	(4.5)
Discussed student needs with agency staff	26.1	35.1	23.7	9.2	27.6	20.8	29.8	24.9	21.4	30.1	25.9	8.4
	(2.8)	(5.4)	(4.1)	(3.8)	(3.1)	(5.7)	(4.8)	(4.4)	(4.8)	(3.7)	(5.5)	(4.5)
Number of respondents	478	146	216	90	377	100	158	173	147	267	127	77

* See Appendix for percentage of youth in schools that served 12th grade.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 13B: COORDINATION IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH EMOTIONAL DISTURBANCES (Concluded)

Coordination Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Of students in schools serving 12th grade, percentage in schools whose staff contacts with the state VR agency resulted in:*									
Referrals of special education students to VR	82.8	76.1	87.9	84.6	80.7	80.5	85.0	81.8	75.8
	(5.9)	(5.6)	(3.4)	(5.9)	(3.3)	(12.8)	(4.5)	(5.0)	(5.5)
VR staff involvement in writing IEPs	24.2	19.5	33.4	30.3	25.5	24.8	23.7	19.8	34.2
	(6.7)	(5.2)	(4.9)	(7.6)	(3.6)	(14.0)	(5.4)	(5.1)	(6.0)
VR staff being assigned to ongoing work in the school	35.7	28.5	35.3	36.5	32.4	28.8	32.2	31.3	33.9
	(7.5)	(5.9)	(5.0)	(7.9)	(3.9)	(14.7)	(5.9)	(6.0)	(6.0)
VR and school staff collaboration in developing programs	28.6	30.7	43.3	31.4	34.6	42.5	27.6	26.6	49.0
	(7.1)	(6.0)	(5.2)	(7.6)	(4.0)	(16.0)	(5.7)	(5.7)	(6.4)
No VR contact or no action taken	8.8	15.8	8.2	6.7	13.0	13.3	8.7	14.4	12.4
	(4.5)	(4.8)	(2.9)	(4.1)	(2.8)	(11.0)	(3.6)	(4.5)	(4.2)
Number of respondents	72	104	167	75	286	19	122	115	121
Percentage in schools that usually or always:									
When students changed schools:									
Transferred IEPs	38.8	40.1	31.9	47.8	29.5	67.5	34.2	35.6	38.8
	(7.0)	(6.0)	(4.6)	(7.7)	(3.6)	(13.7)	(5.6)	(5.9)	(5.9)
Transferred files	38.8	39.2	32.7	46.6	30.2	67.5	34.0	35.0	39.8
	(7.0)	(6.0)	(4.6)	(7.7)	(3.6)	(13.7)	(5.6)	(5.8)	(5.9)
Discussed student needs with other schools' staff	29.8	31.1	26.8	38.3	24.2	45.8	24.7	27.2	34.7
	(6.6)	(5.7)	(4.4)	(7.5)	(3.4)	(14.8)	(5.1)	(5.5)	(5.7)
When students became clients of service agencies:									
Sent files to agencies	34.3	37.5	30.0	45.0	26.7	61.4	31.7	29.5	37.7
	(7.2)	(6.2)	(4.6)	(7.9)	(3.6)	(14.8)	(5.6)	(5.8)	(5.9)
Discussed student needs with agency staff	31.5	35.0	27.0	46.2	24.3	50.0	28.9	27.6	34.6
	(6.8)	(5.9)	(4.4)	(7.8)	(3.4)	(15.2)	(5.4)	(5.6)	(5.8)
Number of respondents	78	109	179	80	300	21	131	119	133

* See Appendix for percentage of youth in schools that served 12th grade.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 14A: TRANSITION PLANNING IN SECONDARY SCHOOLS ATTENDED BY STUDENTS WITH EMOTIONAL DISTURBANCES

Programming Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Of students in schools with 12th grade, percentage in schools that usually or always:*												
Focused IEPs for seniors on the period after secondary school	9.4	11.6	9.2	2.3	9.3	9.8	8.1	11.7	7.5	11.0	7.5	7.1
	(1.9)	(3.9)	(2.9)	(2.0)	(2.1)	(4.2)	(3.2)	(3.3)	(3.1)	(2.7)	(3.3)	(4.3)
Had staff who worked with adult service agencies or post-secondary schools to prepare for special education students' transitions	12.6	18.2	9.8	4.1	12.2	14.4	14.6	13.0	8.8	14.3	12.8	4.9
	(2.2)	(4.7)	(2.9)	(2.6)	(2.4)	(5.0)	(4.1)	(3.4)	(3.4)	(3.0)	(4.1)	(3.7)
Number of respondents	466	132	204	103	364	98	135	180	149	249	131	76
Of students in schools with 12th grade, percentage in schools that had a special program designed to help the transition of special education students*	15.1	10.3	21.3	9.8	15.7	12.8	11.3	16.3	18.9	15.2	14.2	15.7
	(2.4)	(3.7)	(4.1)	(4.1)	(2.7)	(4.8)	(3.7)	(3.8)	(4.8)	(3.1)	(4.4)	(6.4)
Number of respondents	453	132	198	97	355	97	133	176	144	246	125	74
Average number of years school transition programs operated	6.0	5.1	5.4	---	5.4	8.3	---	5.4	6.8	6.3	6.1	4.4
	(0.8)	(1.2)	(0.9)		(0.9)	(1.9)		(1.2)	(1.8)	(1.2)	(1.3)	(1.6)
Number of respondents	80	17	44	10	62	18	14	35	31	40	24	15

* See Appendix for percentage of youth in schools that served 12th grade.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 14B: TRANSITION PLANNING IN SECONDARY SCHOOLS ATTENDED BY STUDENTS WITH EMOTIONAL DISTURBANCES

Programming Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Of students in schools with 12th grade, percentage in schools that usually or always:*									
Focused IEPs for seniors on the period after secondary school	15.1	8.8	11.3	20.1	7.3	26.2	11.6	3.4	17.8
	(5.5)	(3.7)	(3.3)	(6.6)	(2.2)	(14.3)	(4.0)	(2.3)	(4.8)
Had staff who worked with adult service agencies or post-secondary schools to prepare for special education students' transitions	17.2	14.9	11.5	25.2	10.2	26.5	15.0	11.0	17.2
	(5.8)	(4.6)	(3.3)	(7.0)	(2.5)	(14.0)	(4.5)	(4.0)	(4.8)
Number of respondents	75	101	167	75	288	19	124	117	121
Of students in schools with 12th grade, percentage in schools that had a special program designed to help the transition of special education students*	10.4	12.6	24.3	18.2	15.7	10.0	9.5	15.9	26.4
	(4.6)	(4.5)	(4.5)	(6.3)	(3.1)	(9.8)	(3.6)	(4.8)	(5.7)
Number of respondents	79	99	165	76	283	19	126	115	118
Average number of years school transition programs operated	---	---	6.9	---	6.6	---	---	4.3	8.4
			(1.2)		(1.2)			(1.3)	(1.6)
Number of respondents	9	11	44	13	55	3	13	23	31

* See Appendix for percentage of youth in schools that served 12th grade.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 15A: EDUCATIONAL PLACEMENTS OF STUDENTS WITH EMOTIONAL DISTURBANCES IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL

Educational Placements	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in:												
Grades 7 or 8	15.4	15.4	11.7	18.0	15.2	16.3	33.6	4.7	0.6	17.9	5.8	19.9
	(2.2)	(4.1)	(3.2)	(4.8)	(2.5)	(4.7)	(4.8)	(2.1)	(0.9)	(3.1)	(2.9)	(5.7)
Grades 9 or 10	50.5	58.0	46.5	52.3	51.3	48.9	62.9	57.7	18.2	58.9	38.4	33.6
	(3.0)	(5.6)	(5.0)	(6.3)	(3.4)	(6.4)	(4.9)	(4.9)	(4.2)	(3.9)	(6.0)	(6.8)
Grades 11 or 12	27.9	21.5	37.7	29.0	27.4	28.5	0.0	33.3	67.4	16.2	48.7	44.4
	(2.7)	(4.7)	(4.8)	(5.7)	(3.1)	(5.8)	(0.0)	(4.7)	(5.1)	(2.9)	(6.1)	(7.1)
Ungraded programs	6.2	5.1	4.0	0.7	6.2	6.3	3.5	4.2	13.8	7.0	7.2	2.1
	(1.4)	(2.5)	(1.9)	(1.1)	(1.6)	(3.1)	(1.9)	(2.0)	(3.8)	(2.0)	(3.2)	(2.1)
Number of respondents	544	153	199	115	420	122	175	188	181	287	137	111
Percentage in:												
Special schools for youth with disabilities	15.4	12.3	12.6	2.3	15.6	15.0	12.2	18.1	16.7	15.1	22.2	6.9
	(2.1)	(3.6)	(3.3)	(1.9)	(2.4)	(4.4)	(3.3)	(3.7)	(4.0)	(2.8)	(5.0)	(3.6)
Regular schools but in no regular education classes	11.3	13.0	5.7	11.6	12.3	7.9	8.9	13.1	12.5	9.7	8.7	20.4
	(1.9)	(3.7)	(2.3)	(4.0)	(2.2)	(3 4)	(2.8)	(3.3)	(3.5)	(2.3)	(3.4)	(5.7)
Regular education classes for nonacademics* only	18.8	22.1	18.8	21.0	18.7	19.5	20.4	14.7	22.7	17.0	19.6	26.9
	(2.3)	(4.6)	(3.8)	(5.1)	(2.6)	(4.9)	(4.0)	(3.4)	(4.5)	(2.9)	(4.7)	(6.3)
Regular education classes for some academics*	44.5	42.6	51.9	52.6	42.8	49.4	49.9	42.8	37.8	47.0	38.5	41.5
	(2.9)	(5.5)	(4.9)	(6.3)	(3.3)	(6.2)	(5.0)	(4.8)	(5.2)	(3.9)	(5.8)	(6.9)
All regular education classes	10.0	9.9	10.9	12.4	10.6	8.2	8.6	11.4	10.3	11.2	11.0	4.4
	(1.8)	(3.3)	(3.1)	(4.1)	(2.1)	(3.4)	(2.8)	(3.1)	(3.2)	(2.5)	(3.7)	(2.9)
Number of respondents	571	161	206	116	440	129	182	198	191	300	145	115
Average percentage of class time in regular education classes:												
As a whole	50.7	44.5	58.7	60.7	49.9	52.9	53.6	47.7	50.4	53.0	48.3	47.5
	(2.3)	(4.3)	(3.6)	(4.4)	(2.7)	(4.8)	(3.8)	(3.8)	(4.5)	(3.0)	(4.8)	(5.9)
In grades 7 or 8	49.6	44.2	60.4	57.4	48.8	52.4	53.0	---	---	56.3	---	---
	(6.5)	(10.0)	(13.2)	(11.9)	(7.4)	(13.5)	(6.6)			(7.3)		
In grades 9 or 10	51.7	42.1	61.7	63.7	50.8	54.9	56.0	48.3	41.0	55.5	45.6	38.0
	(3.5)	(5.9)	(5.6)	(6.3)	(4.0)	(7.2)	(4.7)	(5.3)	(12.5)	(3.9)	(8.6)	(13.2)
In grades 11 or 12	56.8	53.2	58.1	58.5	57.1	54.1	---	54.6	58.6	52.4	61.6	57.4
	(3.6)	(8.0)	(5.0)	(7.3)	(4.1)	(7.7)		(5.8)	(4.8)	(6.8)	(5.7)	(6.9)
In ungraded programs	15.9	---	---	---	10.2	---	---	---	18.7	22.4	---	---
	(7.6)				(6.4)				(11.8)	(10.7)		
Number of respondents	509	146	190	104	393	114	167	177	165	271	134	95

* Academic courses include English/language arts, mathematics, science, social science, and foreign language. Other courses are considered nonacademic.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 15B: EDUCATIONAL PLACEMENTS OF STUDENTS WITH EMOTIONAL DISTURBANCES IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL

Educational Placements	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in:									
Grades 7 or 8	12.0	16.5	14.7	11.4	15.7	12.1	14.3	15.7	12.3
	(4.7)	(4.7)	(3.6)	(5.0)	(2.9)	(10.4)	(4.3)	(4.6)	(4.0)
Grades 9 or 10	56.8	55.6	40.2	61.7	47.7	47.6	60.6	49.4	38.6
	(7.2)	(6.3)	(5.0)	(7.6)	(4.0)	(15.9)	(6.0)	(6.3)	(5.9)
Grades 11 or 12	21.7	27.1	35.9	19.5	29.6	40.4	21.7	30.3	36.3
	(6.0)	(5.6)	(4.9)	(6.2)	(3.7)	(15.6)	(5.1)	(5.8)	(5.8)
Ungraded programs	9.5	0.8	9.2	7.3	7.0	0.0	3.4	4.7	12.7
	(4.3)	(1.1)	(2.9)	(4.1)	(2.0)	(0.0)	(2.2)	(2.6)	(4.0)
Number of respondents	84	112	178	82	314	20	127	129	132
Percentage in:									
Special schools for youth with disabilities	12.3	23.6	19.6	21.7	17.3	8.4	15.9	13.3	21.5
	(4.6)	(5.2)	(4.0)	(6.3)	(2.9)	(8.6)	(4.3)	(4.2)	(4.9)
Regular schools but in no regular education classes	13.9	9.6	3.4	16.5	7.6	12.2	13.1	6.6	6.8
	(4.9)	(3.6)	(1.8)	(5.7)	(2.1)	(10.2)	(4.0)	(3.1)	(3.0)
Regular education classes for nonacademics* only	21.3	17.7	14.2	11.5	18.7	22.4	16.4	25.3	13.3
	(5.8)	(4.7)	(3.5)	(4.9)	(3.0)	(13.0)	(4.4)	(5.4)	(4.0)
Regular education classes for some academics*	39.3	40.3	50.3	37.5	46.1	42.4	46.3	44.8	40.0
	(6.9)	(6.0)	(5.0)	(7.4)	(3.9)	(15.4)	(5.9)	(6.1)	(5.8)
All regular education classes	13.1	8.9	12.5	12.8	10.3	14.7	8.2	10.0	18.4
	(4.8)	(3.5)	(3.3)	(5.1)	(2.4)	(11.1)	(3.2)	(3.7)	(4.6)
Number of respondents	90	120	186	86	333	21	139	133	138
Average percentage of class time in regular education classes:									
As a whole	49.6	48.0	57.8	45.3	53.7	45.6	50.7	50.3	57.8
	(6.0)	(4.8)	(3.8)	(6.3)	(3.0)	(12.8)	(4.7)	(4.5)	(4.9)
In grades 7 or 8	---	---	61.9	---	53.6	---	47.1	45.6	---
			(10.7)		(8.6)		(14.5)	(11.8)	
In grades 9 or 10	53.7	48.0	60.4	50.1	53.6	---	52.6	55.5	57.6
	(7.9)	(7.0)	(6.1)	(8.3)	(4.7)		(6.4)	(7.0)	(8.2)
In grades 11 or 12	53.3	51.2	64.4	34.3	63.6	---	54.2	49.6	69.0
	(11.1)	(7.2)	(5.2)	(10.5)	(4.2)		(7.7)	(6.9)	(6.2)
In ungraded programs	---	---	---	---	6.8	---	---	---	---
					(3.9)				
Number of respondents	77	99	172	79	293	18	123	119	120

* Academic courses include English/language arts, mathematics, science, social science, and foreign language. Other courses are considered nonacademic.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 16A: COURSE-TAKING BY STUDENTS WITH EMOTIONAL DISTURBANCES IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL

Course Taking	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Average percentage of class time spent in academic* subjects:												
As a whole	58.9	63.3	56.0	55.5	58.3	61.1	62.7	61.0	48.6	59.7	54.5	61.8
	(1.3)	(2.1)	(2.2)	(2.6)	(1.5)	(2.6)	(1.8)	(1.9)	(3.1)	(1.6)	(2.8)	(3.8)
In regular education classes	26.3	23.5	31.0	31.1	25.6	28.7	29.0	25.3	23.2	28.9	21.0	25.5
	(1.7)	(3.1)	(2.8)	(3.3)	(1.9)	(3.7)	(2.8)	(2.7)	(3.1)	(2.3)	(3.1)	(4.4)
In special education classes	32.5	39.9	25.0	24.4	32.7	32.4	33.7	35.7	25.3	30.8	33.5	36.4
	(1.8)	(3.3)	(2.8)	(3.5)	(2.1)	(3.7)	(3.0)	(3.0)	(3.4)	(2.3)	(3.8)	(5.2)
Number of respondents	516	148	193	104	399	115	167	181	168	272	136	98
Average percentage of class time spent in nonacademic* subjects:												
As a whole	13.5	9.4	17.3	15.0	14.0	12.0	14.0	12.2	14.9	13.7	14.1	11.9
	(1.1)	(1.2)	(2.0)	(2.8)	(1.3)	(2.3)	(1.7)	(1.6)	(2.7)	(1.4)	(2.5)	(2.7)
In regular education classes	6.0	5.9	7.5	6.1	6.0	6.0	7.1	5.2	5.3	6.1	6.1	4.9
	(0.6)	(1.0)	(1.0)	(1.5)	(0.7)	(1.1)	(1.0)	(0.9)	(1.2)	(0.7)	(1.3)	(1.3)
In special education classes	7.5	3.5	9.8	8.7	8.0	6.0	6.7	7.0	9.6	7.5	8.0	7.0
	(1.1)	(0.7)	(1.9)	(2.6)	(1.2)	(2.2)	(1.6)	(1.4)	(2.6)	(1.3)	(2.4)	(2.6)
Number of respondents	516	148	193	104	399	115	167	181	168	272	136	98
Percentage taking English/language arts classes:												
As a whole	93.4	96.9	90.7	92.8	92.8	95.6	96.4	97.1	82.3	95.3	89.6	90.9
	(1.5)	(2.0)	(2.9)	(3.4)	(1.8)	(2.7)	(1.9)	(1.7)	(4.3)	(1.7)	(3.8)	(4.4)
In regular education classes	46.4	43.4	55.2	47.8	45.2	49.7	54.2	42.0	40.0	51.7	38.8	40.5
	(3.1)	(5.7)	(5.0)	(6.6)	(3.5)	(6.6)	(5.2)	(5.0)	(5.6)	(4.1)	(6.0)	(7.5)
In special education classes	56.5	68.4	46.0	47.9	57.2	54.9	57.2	63.5	43.7	56.2	56.3	53.9
	(3.1)	(5.4)	(5.0)	(6.6)	(3.5)	(6.5)	(5.1)	(4.9)	(5.6)	(4.1)	(6.1)	(7.6)
Number of respondents	516	148	193	104	399	115	167	181	168	272	136	98
Percentage taking mathematics classes:												
As a whole	80.9	84.7	78.4	76.8	80.5	82.5	93.3	84.9	52.5	87.2	66.9	74.4
	(2.4)	(4.1)	(4.2)	(5.6)	(2.8)	(5.0)	(2.6)	(3.6)	(5.7)	(2.7)	(5.8)	(6.6)
In regular education classes	35.0	29.7	40.2	43.7	34.3	37.1	42.6	32.6	25.4	39.9	27.1	28.9
	(3.0)	(5.3)	(5.0)	(6.6)	(3.3)	(6.3)	(5.1)	(4.8)	(5.0)	(4.0)	(5.5)	(6.9)
In special education classes	48.0	58.3	39.4	36.2	47.5	50.4	52.8	54.9	28.3	49.3	42.5	47.7
	(3.1)	(5.7)	(5.0)	(6.4)	(3.5)	(6.6)	(5.2)	(5.0)	(5.1)	(4.1)	(6.1)	(7.6)
Number of respondents	516	148	193	104	399	115	167	181	168	272	136	98

* Academic courses include English/language arts, mathematics, science, social science, and foreign language. Other courses are considered nonacademic.

Source: Students' school records. Data are for the most recent year in school.

Table 168: COURSE-TAKING BY STUDENTS WITH EMOTIONAL DISTURBANCES IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL

Course Taking	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Average percentage of class time spent in academic* subjects:									
As a whole	61.4	59.7	57.3	62.1	58.0	59.0	60.9	60.2	55.7
	(3.4)	(2.2)	(2.0)	(3.2)	(1.6)	(7.6)	(2.4)	(2.4)	(2.7)
In regular education classes	27.7	23.9	29.8	25.9	27.3	26.2	27.5	23.8	32.0
	(4.3)	(3.5)	(2.7)	(4.6)	(2.1)	(9.3)	(3.4)	(3.2)	(3.7)
In special education classes	33.7	35.8	27.4	36.2	30.6	32.8	33.4	36.4	23.7
	(4.9)	(3.5)	(2.9)	(4.9)	(2.3)	(10.9)	(3.8)	(3.8)	(3.4)
Number of respondents	78	100	174	79	298	18	124	121	122
Average percentage of class time spent in nonacademic* subjects:									
As a whole	10.7	13.3	15.6	12.7	14.0	14.1	13.2	12.3	15.3
	(2.5)	(2.0)	(1.8)	(3.0)	(1.3)	(8.0)	(2.1)	(1.9)	(2.4)
In regular education classes	4.4	5.9	8.0	4.9	7.0	1.8	5.2	7.7	6.3
	(1.1)	(1.2)	(1.2)	(1.5)	(0.8)	(1.4)	(0.9)	(1.5)	(1.2)
In special education classes	6.4	7.3	7.6	7.8	7.0	12.4	7.9	4.5	9.0
	(2.4)	(1.8)	(1.6)	(2.7)	(1.2)	(8.2)	(2.1)	(1.4)	(2.3)
Number of respondents	78	100	174	79	298	18	124	121	122
Percentage taking English/language arts classes:									
As a whole	93.1	97.4	94.4	91.4	95.6	86.7	93.2	97.2	94.5
	(3.8)	(2.1)	(2.4)	(4.5)	(1.7)	(11.3)	(3.2)	(2.1)	(2.9)
In regular education classes	45.1	42.4	57.9	45.1	48.7	43.5	49.3	43.7	53.7
	(7.5)	(6.6)	(5.1)	(7.9)	(4.1)	(16.5)	(6.3)	(6.4)	(6.3)
In special education classes	53.2	66.3	51.1	55.2	57.8	45.4	51.4	67.9	48.9
	(7.5)	(6.3)	(5.1)	(7.9)	(4.1)	(16.6)	(6.3)	(6.0)	(6.4)
Number of respondents	78	100	174	79	298	18	124	121	122
Percentage taking mathematics classes:									
As a whole	75.5	82.3	85.8	83.9	82.8	58.3	78.6	84.9	81.3
	(6.5)	(5.1)	(3.6)	(5.9)	(3.1)	(16.4)	(5.1)	(4.6)	(5.0)
In regular education classes	36.4	31.0	43.4	36.0	37.3	19.6	31.0	40.0	42.5
	(7.2)	(6.2)	(5.1)	(7.7)	(4.0)	(13.2)	(5.8)	(6.3)	(6.3)
In special education classes	42.0	52.5	46.1	49.8	48.3	38.8	49.1	48.1	42.3
	(7.4)	(6.7)	(5.1)	(8.0)	(4.1)	(16.2)	(6.3)	(6.4)	(6.3)
Number of respondents	78	100	174	79	298	18	124	121	122

* Academic courses include English/language arts, mathematics, science, social science, and foreign language. Other courses are considered nonacademic.

Source: Students' school records. Data are for the most recent year in school.

Table 16A: COURSE-TAKING BY STUDENTS WITH EMOTIONAL DISTURBANCES IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Concluded)

Course Taking	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage taking science classes:												
As a whole	65.7	69.8	60.8	68.1	67.3	61.0	82.9	65.9	35.3	73.2	52.9	56.4
	(2.9)	(5.3)	(4.9)	(6.2)	(3.3)	(6.4)	(3.9)	(4.8)	(5.4)	(3.6)	(6.2)	(7.5)
In regular education classes	32.4	24.7	37.9	48.3	32.4	32.4	39.6	34.9	15.7	37.2	20.5	31.9
	(2.9)	(5.0)	(4.9)	(6.6)	(3.3)	(6.1)	(5.1)	(4.8)	(4.1)	(4.0)	(5.0)	(7.1)
In special education classes	33.9	46.0	22.8	19.8	35.7	28.6	44.0	31.8	19.5	36.5	32.4	24.5
	(2.9)	(5.7)	(4.3)	(5.3)	(3.4)	(5.9)	(5.2)	(4.7)	(4.5)	(4.0)	(5.8)	(6.5)
Number of respondents	516	148	193	104	399	115	167	181	168	272	136	98
Percentage taking other academic* classes:												
As a whole	79.0	84.2	74.6	76.4	78.4	82.4	78.3	85.6	69.5	79.7	82.7	67.6
	(2.5)	(4.2)	(4.4)	(5.6)	(2.9)	(5.0)	(4.3)	(3.6)	(5.2)	(3.3)	(4.7)	(7.1)
In regular education classes	38.1	33.9	45.3	47.8	37.0	42.3	38.7	38.6	36.3	40.5	34.8	32.9
	(3.0)	(5.5)	(5.0)	(6.6)	(3.4)	(6.5)	(5.1)	(4.9)	(5.5)	(4.0)	(5.9)	(7.1)
In special education classes	43.1	52.5	32.6	30.5	43.8	41.6	41.0	48.1	38.5	40.3	50.7	40.7
	(3.1)	(5.8)	(4.7)	(6.1)	(3.5)	(6.5)	(5.1)	(5.1)	(5.5)	(4.0)	(6.2)	(7.5)
Number of respondents	516	148	193	104	399	115	167	181	168	272	136	98
Percentage taking nonacademic* classes:												
As a whole	87.3	84.9	89.2	86.6	87.8	85.3	95.0	87.2	73.8	90.7	86.2	72.2
	(2.1)	(4.1)	(3.1)	(4.5)	(2.3)	(4.7)	(2.3)	(3.4)	(5.0)	(2.4)	(4.3)	(6.8)
In regular education classes	63.0	66.0	68.0	68.8	62.0	66.8	74.7	58.6	49.7	69.1	56.1	50.2
	(3.0)	(5.5)	(4.7)	(6.1)	(3.4)	(6.2)	(4.5)	(5.0)	(5.7)	(3.8)	(6.1)	(7.6)
In special education classes	40.5	33.0	44.9	37.8	42.3	34.2	39.2	45.1	35.2	41.5	37.8	35.2
	(3.0)	(5.4)	(5.0)	(6.4)	(3.5)	(6.2)	(5.1)	(5.0)	(5.4)	(4.0)	(6.0)	(7.3)
Number of respondents	516	148	193	104	399	115	167	181	168	272	136	98
Percentage taking nonsubject-specific special education classes**	13.9	10.8	14.7	15.7	13.5	15.3	10.4	17.5	14.1	14.9	10.7	17.0
	(2.1)	(3.6)	(3.6)	(4.8)	(2.4)	(4.7)	(3.2)	(3.9)	(4.0)	(2.9)	(3.8)	(5.7)
Number of respondents	516	148	193	104	399	115	167	181	168	272	136	98

* Academic courses include English/language arts, mathematics, science, social science, and foreign language. Other courses are considered nonacademic.

** Nonsubject-specific special education courses could include study skills courses, general life skills curriculum courses, etc.

Source: Students' school records. Data are for the most recent year in school.

Table 16B: COURSE-TAKING BY STUDENTS WITH EMOTIONAL DISTURBANCES IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Concluded)

Course Taking	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage taking science classes:									
As a whole	70.1	67.1	63.7	70.0	65.9	63.2	70.2	68.1	59.6
	(6.9)	(6.3)	(4.9)	(7.3)	(3.9)	(16.1)	(5.7)	(6.0)	(6.2)
In regular education classes	33.3	30.2	32.5	23.4	34.9	40.1	35.2	28.1	34.9
	(7.1)	(6.1)	(4.8)	(6.8)	(3.9)	(16.3)	(6.0)	(5.8)	(6.1)
In special education classes	36.8	36.9	31.2	46.6	31.0	29.6	36.0	40.1	24.7
	(7.2)	(6.4)	(4.8)	(8.0)	(3.8)	(15.2)	(6.0)	(6.3)	(5.5)
Number of respondents	78	100	174	79	298	18	124	121	122
Percentage taking other academic* classes:									
As a whole	79.1	78.0	84.2	84.1	77.9	86.7	82.2	77.1	80.7
	(6.1)	(5.5)	(3.7)	(5.8)	(3.4)	(11.3)	(4.8)	(5.4)	(5.0)
In regular education classes	36.5	37.0	45.5	33.6	42.2	41.4	39.7	32.6	52.1
	(7.2)	(6.4)	(5.1)	(7.5)	(4.1)	(16.4)	(6.1)	(6.0)	(6.4)
In special education classes	43.6	47.2	39.9	52.3	38.5	49.1	45.4	47.2	30.3
	(7.4)	(6.7)	(5.0)	(8.0)	(4.0)	(16.7)	(6.2)	(6.4)	(5.8)
Number of respondents	78	100	174	79	298	18	124	121	122
Percentage taking nonacademic* classes:									
As a whole	83.6	87.4	92.5	86.7	89.8	72.7	90.2	87.6	85.2
	(5.6)	(4.4)	(2.7)	(5.4)	(2.5)	(14.8)	(3.7)	(4.2)	(4.5)
In regular education classes	59.6	63.0	69.4	52.7	70.0	39.1	65.2	70.3	61.5
	(7.4)	(6.4)	(4.7)	(8.0)	(3.8)	(16.3)	(6.0)	(5.9)	(6.2)
In special education classes	37.8	46.2	39.0	45.7	39.7	56.2	43.3	32.4	42.6
	(7.3)	(6.7)	(5.0)	(7.9)	(4.0)	(16.5)	(6.2)	(6.0)	(6.3)
Number of respondents	78	100	174	79	298	18	124	121	122
Percentage taking nonsubject-specific special education classes**	12.5	15.2	14.6	8.9	16.0	12.8	15.8	9.8	16.8
	(5.0)	(4.8)	(3.6)	(4.5)	(3.0)	(11.1)	(4.6)	(3.8)	(4.8)
Number of respondents	78	100	174	79	298	18	124	121	122

* Academic courses include English/language arts, mathematics, science, social science, and foreign language. Other courses are considered nonacademic.

** Nonsubject-specific special education courses could include study skills courses, general life skills curriculum courses, etc.

Source: Students' school records. Data are for the most recent year in school.

Table 17A: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH EMOTIONAL DISTURBANCES IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL

Vocational Education Courses	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage enrolled in:												
Any vocational education	51.9	51.0	56.2	61.2	52.1	50.8	51.7	48.8	57.5	55.2	57.2	32.7
	(2.6)	(4.9)	(4.5)	(5.4)	(3.0)	(5.6)	(4.4)	(4.2)	(4.7)	(3.5)	(5.3)	(5.6)
Occupationally-oriented vocational education	40.3	39.4	45.2	46.3	41.3	36.3	39.8	37.1	46.5	43.2	45.1	23.0
	(2.6)	(4.9)	(4.5)	(5.6)	(2.9)	(5.4)	(4.3)	(4.1)	(4.8)	(3.5)	(5.3)	(5.1)
Home economics-oriented vocational education	20.2	18.4	18.4	26.2	17.6	29.4	21.2	19.5	19.7	22.0	18.4	14.9
	(2.5)	(4.5)	(3.9)	(5.8)	(2.7)	(6.0)	(4.2)	(4.0)	(4.5)	(3.4)	(4.8)	(5.4)
Other vocational education*	13.9	14.7	12.0	14.7	13.9	14.0	12.1	12.6	19.1	14.7	14.4	11.5
	(1.8)	(3.5)	(2.9)	(4.0)	(2.1)	(3.9)	(2.9)	(2.8)	(3.8)	(2.5)	(3.8)	(3.9)
Number of respondents	516	148	193	104	399	115	167	181	168	272	136	98
Average hours per week in:												
Any vocational education	3.5	3.5	4.0	3.9	3.6	3.2	2.6	3.2	5.7	3.5	4.4	2.8
	(0.3)	(0.5)	(0.4)	(0.5)	(0.3)	(0.5)	(0.3)	(0.4)	(0.7)	(0.3)	(0.6)	(0.6)
Occupationally-oriented vocational education	2.4	2.3	2.8	2.6	2.5	2.0	1.8	2.2	3.8	2.4	2.9	1.8
	(0.2)	(0.4)	(0.4)	(0.4)	(0.2)	(0.4)	(0.3)	(0.3)	(0.5)	(0.3)	(0.5)	(0.5)
Home economics-oriented vocational education*	0.7	0.6	0.6	0.9	0.6	1.0	0.7	0.6	0.7	0.7	0.6	0.6
	(0.1)	(0.2)	(0.2)	(0.2)	(0.1)	(0.2)	(0.2)	(0.2)	(0.2)	(0.1)	(0.2)	(0.3)
Other vocational education*	0.7	0.8	0.7	0.8	0.7	0.5	0.4	0.5	1.5	0.6	1.0	0.6
	(0.1)	(0.3)	(0.2)	(0.3)	(0.2)	(0.2)	(0.1)	(0.2)	(0.5)	(0.2)	(0.4)	(0.3)
Number of respondents	516	148	193	104	399	115	167	181	168	272	136	98

* Other vocational education includes training in prevocational skills, work exploration/work experience, and on-the-job training.

Source: Parent interviews and students' school records. Data are for the students' most recent year in secondary school.

Table 17B: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH EMOTIONAL DISTURBANCES IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL

Vocational Education Courses	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage enrolled in:									
Any vocational education	48.6	49.9	57.6	40.8	53.5	54.8	45.4	55.5	53.2
	(6.0)	(5.2)	(4.3)	(6.2)	(3.4)	(12.8)	(4.9)	(5.4)	(5.2)
Occupationally-oriented vocational education	36.3	40.1	47.8	29.4	41.5	52.1	34.2	42.7	46.0
	(5.8)	(5.1)	(4.4)	(5.7)	(3.3)	(12.8)	(4.7)	(5.3)	(5.2)
Home economics-oriented vocational education	14.8	24.9	24.0	11.3	25.5	4.6	18.6	18.3	29.2
	(5.4)	(5.8)	(4.4)	(5.0)	(3.6)	(6.9)	(4.9)	(5.0)	(5.8)
Other vocational education*	16.8	13.3	14.3	13.7	14.9	19.2	12.9	14.9	17.3
	(4.5)	(3.5)	(3.1)	(4.3)	(2.4)	(10.1)	(3.3)	(3.8)	(3.9)
Number of respondents	78	100	174	79	298	18	124	121	122
Average hours per week in:									
Any vocational education	3.3	3.2	3.8	2.4	3.7	3.0	2.8	3.5	3.9
	(0.6)	(0.5)	(0.4)	(0.5)	(0.3)	(0.9)	(0.4)	(0.5)	(0.5)
Occupationally-oriented vocational education	2.4	2.2	2.7	1.3	2.6	2.3	2.0	2.4	2.5
	(0.5)	(0.4)	(0.3)	(0.3)	(0.3)	(0.8)	(0.4)	(0.4)	(0.4)
Home economics-oriented vocational education	0.5	0.9	0.7	0.3	0.8	0.1	0.6	0.5	1.1
	(0.2)	(0.2)	(0.1)	(0.2)	(0.1)	(0.2)	(0.2)	(0.1)	(0.2)
Other vocational education*	0.7	0.5	0.7	0.8	0.6	0.6	0.5	0.8	0.8
	(0.4)	(0.2)	(0.2)	(0.5)	(0.1)	(0.4)	(0.2)	(0.3)	(0.2)
Number of respondents	78	100	174	79	298	18	124	121	122

* Other vocational education includes training in prevocational skills, work exploration/work experience, and on-the-job training.

Source: Parent interviews and students' school records. Data are for the students' most recent year in secondary school.

Table 17A: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH EMOTIONAL DISTURBANCES IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Continued)

Vocational Education Courses	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in any vocational education courses in grades:												
7 or 8	---	---	---	---	---	---	---	---	---	---	---	---
9 or 10	67.4	67.9	59.3	72.3	67.8	65.8	71.8	63.5	60.2	71.9	65.1	37.4
	(4.4)	(7.4)	(8.1)	(8.3)	(4.9)	(9.5)	(5.8)	(6.7)	(14.1)	(4.8)	(11.2)	(14.1)
11 or 12	83.0	86.6	80.4	88.2	81.3	87.4	---	84.2	82.1	85.8	89.9	70.5
	(3.7)	(7.5)	(5.7)	(6.8)	(4.4)	(7.1)		(5.9)	(4.9)	(6.5)	(4.7)	(8.7)
Ungraded programs	63.4	---	---	---	61.9	---	---	---	53.4	70.2	---	---
	(11.2)				(13.1)				(15.2)	(13.2)		
Number of respondents	540	151	197	115	417	121	174	187	179	285	137	109
Average hours per week in any vocational education in grades:												
7 or 8	---	---	---	---	---	---	---	---	---	---	---	---
9 or 10	3.7	3.6	3.1	4.5	3.9	3.1	3.9	3.3	4.6	4.1	2.9	2.4
	(0.4)	(0.7)	(0.5)	(0.9)	(0.4)	(0.8)	(0.5)	(0.5)	(1.9)	(0.5)	(0.7)	(1.1)
11 or 12	7.6	9.0	7.3	6.9	7.4	7.7	---	6.7	8.3	6.6	9.1	7.1
	(0.6)	(1.5)	(0.8)	(1.1)	(0.7)	(1.1)		(0.8)	(0.9)	(0.9)	(1.0)	(1.3)
Ungraded programs	6.8	---	---	---	6.5	---	---	---	7.5	9.1	---	---
	(2.0)				(2.4)				(3.1)	(2.6)		
Number of respondents	537	150	196	115	415	120	174	187	176	285	135	108
Percentage in occupationally-oriented vocational education courses in grades:												
7 or 8	---	---	---	---	---	---	---	---	---	---	---	---
9 or 10	49.8	48.8	44.4	53.4	52.4	40.8	55.3	42.8	51.1	52.9	51.3	24.5
	(4.7)	(8.0)	(8.3)	(9.3)	(5.3)	(10.0)	(6.5)	(6.9)	(14.9)	(5.4)	(11.9)	(13.0)
11 or 12	69.6	69.0	69.0	78.0	67.2	75.7	---	73.3	66.7	75.0	75.3	54.4
	(4.6)	(10.1)	(6.6)	(8.9)	(5.3)	(9.2)		(7.1)	(6.1)	(8.0)	(6.8)	(9.5)
Ungraded programs	37.2	---	---	---	34.9	---	---	---	34.0	50.6	---	---
	(11.2)				(12.9)				(14.5)	(14.4)		
Number of respondents	536	149	196	114	414	120	174	186	176	285	135	107

Source: Parent interviews and students' school records. Data are for the students' most recent year in secondary school.

Table 17B: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH EMOTIONAL DISTURBANCES IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Continued)

Vocational Education Courses	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in any vocational education courses in grades:									
7 or 8	---	---	---	---	---	---	---	---	---
9 or 10	72.8	69.4	65.3	65.7	69.2	---	70.1	66.2	68.9
	(9.4)	(8.1)	(8.4)	(10.2)	(5.9)		(7.9)	(9.3)	(9.8)
11 or 12	87.2	76.0	84.4	91.6	83.8	---	82.9	84.1	81.4
	(9.4)	(9.4)	(5.4)	(8.0)	(4.6)		(8.5)	(7.1)	(7.1)
Ungraded programs	---	---	86.8	---	68.9	---	---	---	---
			(11.8)		(13.1)				
Number of respondents	83	111	176	82	311	20	127	128	129
Average hours per week in any vocational education in grades:									
7 or 8	---	---	---	---	---	---	---	---	---
9 or 10	3.9	3.9	3.7	3.1	4.2	---	3.8	3.5	4.7
	(0.7)	(0.7)	(0.7)	(0.7)	(0.6)		(0.6)	(0.7)	(1.1)
11 or 12	8.7	6.9	6.4	8.3	7.3	---	7.9	7.4	6.4
	(2.2)	(1.2)	(0.7)	(2.4)	(0.7)		(1.4)	(1.2)	(0.9)
Ungraded programs	---	---	8.7	---	8.2	---	---	---	---
			(2.2)		(2.5)				
Number of respondents	82	111	176	82	310	19	127	128	128
Percentage in occupationally-oriented vocational education courses in grades:									
7 or 8	---	---	---	---	---	---	---	---	---
9 or 10	50.8	52.2	53.5	50.6	49.0	---	49.5	48.2	61.3
	(10.6)	(8.8)	(8.8)	(10.8)	(6.5)		(8.6)	(9.9)	(10.3)
11 or 12	76.4	64.5	70.8	58.8	71.1	---	75.7	65.4	70.0
	(12.2)	(10.5)	(6.8)	(14.3)	(5.7)		(9.9)	(9.2)	(8.4)
Ungraded programs	---	---	68.0	---	50.4	---	---	---	---
			(16.2)		(14.1)				
Number of respondents	82	111	176	81	309	20	126	128	129

Source: Parent interviews and students' school records. Data are for the students' most recent year in secondary school.

Table 17A: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH EMOTIONAL DISTURBANCES IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Continued)

		Community			Gender		Age in 1987			School Status		
Vocational Education Courses	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Average hours per week in occupationally-oriented vocational education in grades:												
7 or 8	---	---	---	---	---	---	---	---	---	---	---	---
9 or 10	2.2	1.8	2.2	2.7	2.4	1.6	2.4	1.9	2.7	2.4	2.2	1.1
	(0.3)	(0.5)	(0.5)	(0.7)	(0.4)	(0.6)	(0.4)	(0.5)	(1.2)	(0.4)	(0.7)	(0.9)
11 or 12	4.9	5.6	4.3	5.0	4.8	4.3	---	4.8	4.9	4.9	5.3	4.4
	(0.5)	(1.2)	(0.8)	(1.1)	(0.6)	(1.1)		(0.8)	(0.7)	(1.0)	(0.8)	(1.2)
Ungraded programs	1.7	---	---	---	1.7	---	---	---	1.6	2.4	---	---
	(0.9)				(1.0)				(1.1)	(1.2)		
Number of respondents	526	145	192	113	407	117	169	185	172	279	133	105
Percentage in vocational education courses in:												
Regular education classes	45.7	35.8	49.5	65.8	46.3	42.7	47.8	40.6	50.2	47.6	49.4	31.4
	(3.1)	(5.5)	(5.1)	(6.3)	(3.5)	(6.5)	(5.2)	(5.0)	(5.7)	(4.1)	(6.2)	(7.1)
Special education classes	23.7	31.1	17.7	16.1	24.2	22.4	15.1	27.6	32.5	24.0	27.7	19.5
	(2.6)	(5.3)	(3.9)	(4.9)	(3.0)	(5.5)	(3.7)	(4.5)	(5.3)	(3.5)	(5.5)	(6.0)
Number of respondents	516	148	193	104	399	115	167	181	168	272	136	98
Average hours per week in vocational education courses in:*												
Regular education classes	5.8	4.3	7.7	6.4	5.9	5.6	5.1	5.5	7.5	5.2	6.9	7.1
	(0.4)	(0.7)	(0.8)	(0.7)	(0.5)	(0.9)	(0.5)	(0.7)	(1.0)	(0.5)	(1.0)	(1.5)
Special education classes	3.1	4.7	2.1	1.7	3.2	3.0	2.2	2.7	5.2	3.1	3.3	3.3
	(0.4)	(1.0)	(0.5)	(0.6)	(0.5)	(1.0)	(0.7)	(0.6)	(1.0)	(0.6)	(0.9)	(1.0)
Number of respondents	375	103	135	89	292	81	111	130	134	199	109	62

* Of those taking vocational education.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 17B: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH EMOTIONAL DISTURBANCES IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Continued)

Vocational Education Courses	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Average hours per week in occupationally-oriented vocational education in grades:									
7 or 8	---	---	---	---	---	---	---	---	---
9 or 10	2.2	2.4	2.4	1.8	2.4	2.2	2.0	2.5	2.6
	(0.6)	(0.7)	(0.6)	(0.6)	(0.5)	(1.0)	(0.5)	(0.8)	(0.7)
11 or 12	6.1	4.7	3.7	3.1	4.8	4.7	6.3	4.3	3.3
	(1.6)	(1.1)	(0.7)	(1.0)	(0.7)	(2.1)	(1.2)	(1.0)	(0.8)
Ungraded programs	---	---	---	---	1.6	---	---	---	---
					(1.0)				
Number of respondents	80	109	170	81	299	20	123	125	125
Percentage in vocational education courses in:									
Regular education classes	45.3	43.6	53.9	35.4	49.0	55.5	47.9	43.1	54.5
	(7.5)	(6.6)	(5.1)	(7.6)	(4.1)	(16.6)	(6.3)	(6.4)	(6.3)
Special education classes	27.2	28.2	22.0	32.8	23.4	41.4	23.0	27.6	26.4
	(6.7)	(6.0)	(4.3)	(7.5)	(3.5)	(16.4)	(5.3)	(5.7)	(5.6)
Number of respondents	78	100	174	79	298	18	124	121	122
Average hours per week in vocational education courses in:*									
Regular education classes	5.3	5.5	6.5	3.6	6.3	5.5	5.7	5.2	6.8
	(0.9)	(0.9)	(0.7)	(0.7)	(0.6)	(1.8)	(0.8)	(0.8)	(0.9)
Special education classes	3.9	3.0	2.7	3.6	3.3	2.4	2.9	3.1	3.4
	(1.3)	(0.7)	(0.7)	(1.2)	(0.6)	(1.0)	(0.9)	(0.8)	(0.9)
Number of respondents	58	74	133	54	225	15	89	89	97

* Of those taking vocational education.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 17A: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH EMOTIONAL DISTURBANCES IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Concluded)

Vocational Education Courses	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage of vocational education students studying:												
Prevocational skills	22.9	27.2	14.2	22.3	22.0	27.0	27.4	24.3	14.2	25.6	14.9	28.5
	(3.2)	(6.4)	(4.4)	(6.3)	(3.5)	(7.6)	(6.0)	(5.5)	(4.5)	(4.3)	(5.2)	(9.2)
Agriculture	8.4	4.2	8.2	13.8	7.8	10.8	7.8	12.1	4.1	8.4	7.5	11.7
	(2.1)	(2.9)	(3.5)	(5.2)	(2.3)	(5.3)	(3.6)	(4.1)	(2.5)	(2.8)	(3.9)	(6.6)
Distributive education	4.6	5.8	7.5	1.6	5.1	2.8	1.2	5.7	7.9	3.7	8.1	2.5
	(1.6)	(3.4)	(3.3)	(1.9)	(1.9)	(2.8)	(1.5)	(2.9)	(3.5)	(1.9)	(4.0)	(3.2)
Health occupations	3.0	0.9	4.6	3.6	0.6	12.1	0.8	0.9	9.2	1.4	7.2	3.5
	(1.3)	(1.4)	(2.6)	(2.8)	(0.7)	(5.6)	(1.2)	(1.2)	(3.7)	(1.2)	(3.8)	(3.8)
Office occupations	26.7	36.6	27.7	13.7	21.3	46.2	27.1	25.9	27.1	29.3	21.0	27.8
	(3.4)	(7.0)	(5.6)	(5.2)	(3.5)	(8.5)	(6.0)	(5.6)	(5.7)	(4.5)	(5.9)	(9.1)
Machine/auto/motor repair	15.9	9.3	19.5	17.9	19.8	0.0	16.4	18.1	11.9	12.9	19.8	20.8
	(2.8)	(4.2)	(5.0)	(5.8)	(3.4)	(0.0)	(5.0)	(4.9)	(4.1)	(3.3)	(5.8)	(8.3)
Construction trades	24.4	20.7	28.1	33.6	29.2	7.0	27.5	19.8	26.4	24.3	21.7	30.9
	(3.3)	(5.9)	(5.7)	(7.2)	(3.9)	(4.4)	(6.0)	(5.1)	(5.6)	(4.3)	(6.0)	(9.4)
Electronics/communications	3.3	3.2	3.3	0.8	4.2	0.0	4.1	1.7	4.3	3.0	4.8	2.0
	(1.4)	(2.6)	(2.3)	(1.4)	(1.7)	(0.0)	(2.7)	(1.6)	(2.6)	(1.7)	(3.1)	(2.8)
Manufacturing/industrial arts	6.9	5.6	8.4	9.4	7.3	5.3	9.0	5.0	6.4	6.0	11.3	2.3
	(1.9)	(3.3)	(3.5)	(4.4)	(2.2)	(3.8)	(3.9)	(2.8)	(3.1)	(2.4)	(4.6)	(3.1)
Painting/decorating/graphic art/ commercial art/drafting	8.0	4.2	9.9	7.8	9.3	3.2	8.5	9.2	5.4	7.3	5.1	11.3
	(2.1)	(2.9)	(3.8)	(4.1)	(2.5)	(3.0)	(3.8)	(3.7)	(2.9)	(2.6)	(3.2)	(6.5)
Food service	7.9	6.0	6.0	8.1	7.1	11.1	2.3	12.2	10.0	8.8	6.8	2.4
	(2.1)	(3.4)	(3.0)	(4.1)	(2.2)	(5.4)	(2.0)	(4.2)	(3.8)	(2.8)	(3.7)	(3.1)
Personal services	2.1	1.6	0.8	2.1	1.6	3.7	1.8	2.2	2.3	1.9	3.4	0.0
	(1.1)	(1.8)	(1.1)	(2.2)	(1.1)	(3.2)	(1.8)	(1.9)	(1.9)	(1.4)	(2.7)	(0.0)
Custodial services	1.9	0.0	0.7	4.7	1.7	1.4	0.0	0.8	6.3	1.3	1.6	7.1
	(1.1)	(0.3)	(1.0)	(3.2)	(1.1)	(2.0)	(0.0)	(1.2)	(3.1)	(1.1)	(1.8)	(5.2)
On-the-job/work experience	7.7	6.2	11.1	5.6	7.9	7.0	1.8	5.2	19.7	4.1	14.6	14.6
	(2.0)	(3.5)	(3.9)	(3.5)	(2.3)	(4.4)	(1.8)	(2.8)	(5.1)	(2.0)	(5.1)	(7.2)
Other	6.2	8.5	6.0	0.0	6.4	5.7	7.3	3.9	8.0	6.6	7.2	2.2
	(1.8)	(4.0)	(3.0)	(0.0)	(2.1)	(4.0)	(3.5)	(2.5)	(3.5)	(2.5)	(3.8)	(3.0)
Number of respondents	348	95	127	81	277	69	101	117	130	187	101	56

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 17B: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH EMOTIONAL DISTURBANCES IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Concluded)

Vocational Education Courses	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage of vocational education students studying:									
Prevocational skills	35.0	22.9	18.9	34.8	25.2	11.7	29.1	26.3	20.8
	(8.7)	(6.8)	(4.7)	(9.5)	(4.3)	(11.8)	(7.0)	(6.9)	(5.9)
Agriculture	12.4	9.8	3.7	6.4	8.7	7.4	8.2	6.5	11.1
	(6.0)	(4.8)	(2.3)	(4.9)	(2.8)	(9.6)	(4.3)	(3.9)	(4.6)
Distributive education	3.3	5.4	4.9	2.7	5.7	0.0	3.4	4.6	7.1
	(3.3)	(3.6)	(2.6)	(3.2)	(2.3)	(0.0)	(2.8)	(3.3)	(3.8)
Health occupations	1.6	4.9	3.8	3.3	3.4	0.0	5.3	1.8	2.2
	(2.3)	(3.5)	(2.3)	(3.6)	(1.8)	(0.0)	(3.5)	(2.1)	(2.1)
Office occupations	27.7	30.4	32.8	25.5	28.7	59.8	16.7	37.2	40.0
	(8.1)	(7.4)	(5.6)	(8.7)	(4.5)	(18.0)	(5.8)	(7.6)	(7.2)
Machine/auto/motor repair	13.2	16.1	15.4	7.5	17.5	19.3	13.8	12.9	16.0
	(6.1)	(5.9)	(4.3)	(5.3)	(3.7)	(14.5)	(5.3)	(5.2)	(5.4)
Construction trades	24.9	26.7	20.3	21.0	24.2	32.1	32.1	22.4	18.3
	(7.9)	(7.1)	(4.8)	(8.2)	(4.2)	(17.2)	(7.2)	(6.5)	(5.7)
Electronics/communications	1.0	1.5	4.7	0.0	2.7	4.5	2.0	0.8	4.5
	(1.8)	(2.0)	(2.5)	(0.0)	(1.6)	(7.6)	(2.2)	(1.4)	(3.0)
Manufacturing/industrial arts	6.6	2.8	11.4	7.0	7.1	0.0	7.8	7.0	7.8
	(4.5)	(2.7)	(3.8)	(5.1)	(2.5)	(0.0)	(4.2)	(4.0)	(3.9)
Painting/decorating/graphic art/ commercial art/drafting	3.1	4.9	11.9	4.1	7.6	3.8	5.7	6.2	8.1
	(3.1)	(3.5)	(3.9)	(4.0)	(2.6)	(7.0)	(3.6)	(3.8)	(4.0)
Food service	5.6	10.4	6.6	7.9	6.2	17.4	3.8	5.0	12.8
	(4.2)	(4.9)	(3.0)	(5.4)	(2.4)	(13.9)	(3.0)	(3.4)	(4.9)
Personal services	4.5	0.0	1.0	4.1	1.4	0.0	4.0	0.4	0.7
	(3.8)	(0.0)	(1.2)	(4.0)	(1.1)	(0.0)	(3.1)	(1.0)	(1.2)
Custodial services	2.0	1.4	0.0	0.0	1.5	0.0	0.0	1.3	2.4
	(2.5)	(1.9)	(0.0)	(0.0)	(1.2)	(0.0)	(0.0)	(1.8)	(2.2)
On-the-job/work experience	2.3	8.1	10.4	5.6	7.6	16.8	3.0	11.2	10.9
	(2.7)	(4.4)	(3.6)	(4.6)	(2.6)	(13.7)	(2.7)	(4.9)	(4.5)
Other	6.6	5.9	8.3	3.0	7.5	7.4	2.9	5.9	11.6
	(4.5)	(3.8)	(3.3)	(3.4)	(2.6)	(9.6)	(2.6)	(3.7)	(4.7)
Number of respondents	54	69	131	51	211	15	84	86	92

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 18A: SERVICES AND PROGRAMS AVAILABLE IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH EMOTIONAL DISTURBANCES

Services/Programs	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in schools with:*												
Chapter 1/Title 1	50.8	55.3	48.1	51.5	50.6	51.2	57.9	48.0	42.7	53.7	45.2	48.0
	(2.9)	(5.1)	(4.6)	(5.9)	(3.3)	(6.2)	(4.8)	(4.6)	(5.5)	(3.7)	(5.6)	(7.8)
Bilingual education	47.6	70.1	53.8	17.5	46.4	52.3	53.3	46.0	39.7	50.2	49.7	32.3
	(2.9)	(4.7)	(4.6)	(4.5)	(3.2)	(6.2)	(4.9)	(4.6)	(5.4)	(3.7)	(5.6)	(7.3)
State compensatory programs	54.4	57.0	50.2	61.4	51.5	64.6	57.3	53.9	49.7	55.2	57.3	44.9
	(2.9)	(5.1)	(4.6)	(5.7)	(3.3)	(6.0)	(4.8)	(4.6)	(5.5)	(3.7)	(5.6)	(7.8)
None of these	72.0	58.9	77.1	89.2	72.1	71.6	66.8	73.7	79.0	68.3	73.8	85.3
	(2.6)	(5.1)	(3.8)	(3.7)	(2.9)	(5.6)	(4.6)	(4.0)	(4.5)	(3.5)	(5.0)	(5.5)
Number of respondents	588	183	237	131	459	128	191	221	176	327	160	93
Percentage in schools that made available to secondary special education students:												
Life skills programs	90.1	91.9	85.9	91.2	89.1	93.8	93.0	87.2	89.8	91.7	87.2	87.3
	(1.9)	(3.3)	(3.3)	(3.7)	(2.2)	(3.5)	(2.7)	(3.4)	(3.6)	(2.3)	(4.2)	(5.4)
Vocational assessment/ counseling	91.0	87.5	94.0	90.8	91.2	90.0	85.4	94.6	94.9	91.1	93.1	84.5
	(1.8)	(3.7)	(2.3)	(3.7)	(2.0)	(4.1)	(3.7)	(2.2)	(2.6)	(2.3)	(3.1)	(5.8)
Work adjustment training	88.0	87.2	88.2	88.6	87.2	91.0	87.3	86.1	92.7	86.2	88.9	96.2
	(2.0)	(3.7)	(3.1)	(4.1)	(2.3)	(3.9)	(3.5)	(3.4)	(3.0)	(2.8)	(3.8)	(3.1)
Work exploration/experience	61.1	51.8	69.4	59.5	61.6	59.8	50.6	65.0	73.9	57.6	66.1	69.9
	(3.0)	(5.6)	(4.4)	(6.3)	(3.4)	(6.7)	(5.2)	(4.7)	(5.1)	(4.0)	(5.8)	(7.4)
Specific job skills training	74.8	73.7	77.8	76.6	73.9	78.9	74.2	75.2	75.3	74.5	79.5	68.9
	(2.7)	(4.9)	(4.0)	(5.4)	(3.1)	(5.6)	(4.6)	(4.3)	(5.0)	(3.5)	(4.9)	(7.5)
Job development/placement services	67.1	66.8	69.0	67.1	67.3	67.2	59.3	69.2	78.3	63.0	74.8	72.4
	(2.9)	(5.3)	(4.4)	(6.0)	(3.3)	(6.4)	(5.1)	(4.6)	(4.8)	(3.9)	(5.3)	(7.2)
Postemployment services	41.2	34.7	51.0	38.0	41.5	40.6	32.3	43.1	54.3	36.8	48.7	52.1
	(3.1)	(5.3)	(4.8)	(6.2)	(3.4)	(6.7)	(4.9)	(4.9)	(5.8)	(3.9)	(6.1)	(8.0)
None of these	0.5	0.0	1.3	0.0	0.6	0.0	1.2	0.0	0.0	0.7	0.0	0.0
	(0.4)	(0.0)	(1.1)	(0.0)	(0.5)	(0.0)	(1.1)	(0.0)	(0.0)	(0.7)	(0.0)	(0.0)
Number of respondents	490	136	216	110	393	96	158	180	152	270	129	83

* Programs may be for nondisabled and/or special education students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 188: SERVICES AND PROGRAMS AVAILABLE IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH EMOTIONAL DISTURBANCES

Services/Programs	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools with:*									
Chapter 1/Title 1	49.8	55.3	49.7	45.8	53.4	61.3	60.1	53.2	43.8
	(6.7)	(5.7)	(4.6)	(7.0)	(3.6)	(14.2)	(5.4)	(5.7)	(5.5)
Bilingual education	46.6	42.7	59.1	47.5	48.8	75.9	48.3	54.1	52.3
	(6.6)	(5.6)	(4.5)	(7.0)	(3.7)	(12.5)	(5.5)	(5.7)	(5.5)
State compensatory programs	58.4	48.8	55.9	57.8	55.1	34.0	62.8	56.6	41.0
	(6.6)	(5.7)	(4.6)	(7.0)	(3.6)	(13.8)	(5.3)	(5.7)	(5.4)
None of these	68.4	64.6	72.2	57.8	73.5	39.8	71.4	68.2	66.3
	(6.2)	(5.5)	(4.1)	(7.0)	(3.2)	(14.3)	(5.0)	(5.3)	(5.2)
Number of respondents	100	135	213	99	369	23	157	148	161
Percentage in schools that made available to secondary special education students:									
Life skills programs	84.7	91.4	90.3	91.1	90.1	79.2	92.5	84.3	90.6
	(5.5)	(3.5)	(3.0)	(4.6)	(2.4)	(11.8)	(3.3)	(4.6)	(3.5)
Vocational assessment/ counseling	92.5	88.3	91.8	93.3	91.2	83.8	92.3	91.7	86.7
	(3.8)	(4.0)	(2.7)	(3.9)	(2.2)	(10.7)	(3.2)	(~3.4)	(4.1)
Work adjustment training	85.5	87.9	89.9	89.8	86.6	88.6	87.0	86.7	88.2
	(5.0)	(4.0)	(3.0)	(4.7)	(2.7)	(9.3)	(4.0)	(4.2)	(3.9)
Work exploration/experience	52.9	63.4	66.2	66.4	56.9	69.4	53.2	57.2	73.1
	(7.1)	(5.9)	(4.7)	(7.3)	(3.9)	(13.4)	(5.9)	(6.1)	(5.3)
Specific job skills training	81.3	65.3	75.5	76.5	74.1	68.6	80.8	68.3	71.4
	(5.6)	(5.9)	(4.2)	(6.5)	(3.5)	(13.8)	(4.7)	(5.7)	(5.4)
Job development/placement services	63.7	68.1	69.0	75.3	63.5	72.3	63.0	67.5	69.8
	(6.9)	(5.7)	(4.6)	(6.6)	(3.8)	(13.0)	(5.7)	(5.7)	(5.5)
Postemployment services	36.6	39.7	45.3	43.8	37.5	44.0	36.7	41.1	45.4
	(6.9)	(6.0)	(4.9)	(7.6)	(3.8)	(14.8)	(5.7)	(6.1)	(6.0)
None of these	1.7	0.0	0.0	0.0	0.8	0.0	1.4	0.0	0.0
	(1.8)	(0.0)	(0.0)	(0.0)	(0.7)	(0.0)	(1.4)	(0.0)	(0.0)
Number of respondents	76	115	176	77	305	22	127	120	135

* Programs may be for nondisabled and/or special education students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 18A: SERVICES AND PROGRAMS AVAILABLE IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH EMOTIONAL DISTURBANCES (Concluded)

Services/Programs	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in schools that usually provided when needed:*												
Speech/language therapy	96.5	98.3	97.0	93.4	96.5	96.7	96.5	95.7	98.0	97.5	93.4	97.0
	(1.2)	(1.6)	(1.7)	(3.3)	(1.3)	(2.7)	(2.0)	(2.1)	(1.7)	(1.3)	(3.2)	(2.9)
Physical therapy	61.8	43.1	71.9	66.2	61.4	62.6	55.8	61.3	74.4	58.5	64.9	69.4
	(3.7)	(7.3)	(5.0)	(7.5)	(4.2)	(8.0)	(6.2)	(6.0)	(6.3)	(4.8)	(7.3)	(8.9)
Occupational therapy	58.7	45.4	65.0	62.2	61.3	48.2	48.6	61.3	72.9	54.3	61.3	69.7
	(3.7)	(7.1)	(5.4)	(7.7)	(4.1)	(8.5)	(6.3)	(6.0)	(6.2)	(4.9)	(7.5)	(8.6)
Hearing-loss therapy	70.7	57.0	79.4	75.3	72.2	64.5	68.3	69.1	79.2	68.9	77.0	66.6
	(3.6)	(6.9)	(4.8)	(7.4)	(3.9)	(8.8)	(5.8)	(5.9)	(6.2)	(4.6)	(6.7)	(9.3)
Psychotherapy/counseling	84.9	82.3	86.5	81.4	84.0	88.4	89.0	80.7	85.2	84.4	87.3	81.3
	(2.5)	(5.2)	(3.4)	(5.5)	(2.8)	(5.2)	(3.6)	(4.3)	(4.6)	(3.3)	(4.5)	(6.7)
Medical services	66.8	69.2	62.2	65.2	67.4	64.2	73.2	58.2	68.1	69.9	59.2	60.0
	(3.5)	(6.2)	(5.7)	(7.2)	(3.9)	(8.0)	(5.2)	(6.0)	(6.8)	(4.3)	(7.7)	(9.4)
Adaptive physical education	85.0	84.8	84.1	85.3	86.2	80.5	85.5	83.8	86.5	85.2	81.4	88.8
	(2.5)	(4.7)	(3.8)	(5.1)	(2.7)	(6.1)	(4.0)	(4.1)	(4.4)	(3.2)	(5.3)	(5.5)
Social work services	86.3	92.7	86.9	77.8	86.2	86.6	88.4	83.2	87.8	85.8	85.3	88.9
	(2.3)	(3.2)	(3.4)	(5.7)	(2.6)	(5.3)	(3.5)	(4.0)	(4.1)	(3.0)	(4.7)	(5.3)
Special transportation	94.6	96.3	93.6	93.5	94.3	95.6	96.6	91.4	96.4	95.2	92.4	95.1
	(1.5)	(2.4)	(2.4)	(3.3)	(1.7)	(3.1)	(2.0)	(3.0)	(2.3)	(1.9)	(3.5)	(3.6)
Human aides or tutors	93.0	96.6	92.2	89.9	93.7	90.3	91.9	92.0	97.1	92.0	96.5	90.3
	(1.7)	(2.2)	(2.7)	(4.0)	(1.8)	(4.3)	(2.9)	(2.9)	(2.1)	(2.3)	(2.4)	(5.1)
Physical aids	53.0	38.4	59.2	60.9	53.8	49.0	50.9	52.5	58.2	51.2	56.5	47.8
	(3.9)	(6.7)	(6.0)	(7.6)	(4.3)	(8.8)	(6.3)	(6.3)	(7.2)	(4.9)	(7.8)	(10.1)
None of these	0.4	0.0	1.0	0.0	0.2	0.9	0.0	0.8	0.2	0.0	1.6	0.0
	(0.4)	(0.0)	(1.0)	(0.0)	(0.3)	(1.4)	(0.0)	(0.9)	(0.6)	(0.0)	(1.6)	(0.0)
Number of respondents	325	91	135	62	265	59	113	117	93	182	80	56
Percentage in schools serving non-disabled students that had:**												
Regular education classrooms	93.9	93.4	98.3	89.9	94.3	92.3	95.7	94.5	89.4	93.6	93.8	94.7
	(1.6)	(3.0)	(1.3)	(3.9)	(1.7)	(4.0)	(2.3)	(2.5)	(3.9)	(2.1)	(3.3)	(3.8)
Part-time resource rooms	89.3	80.2	95.9	93.1	89.1	89.7	83.6	93.7	92.2	87.2	93.5	91.7
	(2.1)	(4.8)	(2.0)	(3.3)	(2.3)	(4.6)	(4.1)	(2.6)	(3.4)	(2.9)	(3.3)	(4.7)
Pull-out/itinerant services	83.1	76.6	94.8	76.5	85.3	74.5	81.5	82.9	86.4	80.6	83.8	91.9
	(2.5)	(5.1)	(2.3)	(5.5)	(2.7)	(6.6)	(4.3)	(4.0)	(4.4)	(3.4)	(5.0)	(4.7)
Self-contained classrooms	68.0	72.7	65.7	65.1	70.8	57.0	69.6	64.8	70.6	66.9	65.4	78.4
	(3.1)	(5.4)	(4.8)	(6.1)	(3.4)	(7.5)	(5.1)	(5.1)	(5.8)	(4.1)	(6.4)	(7.0)
All of these	54.0	49.3	61.9	51.1	57.1	42.2	49.6	55.9	59.2	50.8	56.3	65.1
	(3.3)	(6.1)	(4.9)	(6.4)	(3.7)	(7.5)	(5.6)	(5.3)	(6.3)	(4.3)	(6.7)	(8.2)
Number of respondents	440	134	192	110	352	87	145	163	132	243	112	78

* See Appendix for percentage of youth in schools that reported having students in need of these services.
** See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 18B: SERVICES AND PROGRAMS AVAILABLE IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH EMOTIONAL DISTURBANCES (Concluded)

Services/Programs	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools that usually provided when needed:*									
Speech/language therapy	97.7	96.4	97.4	97.0	96.4	---	95.2	98.5	97.6
	(2.4)	(2.4)	(1.7)	(2.9)	(1.5)		(2.7)	(1.6)	(1.9)
Physical therapy	57.4	59.7	65.1	55.6	64.8	---	59.2	56.8	67.1
	(9.1)	(7.7)	(5.8)	(10.2)	(4.6)		(7.5)	(7.4)	(6.9)
Occupational therapy	62.4	55.8	66.3	65.8	60.6	---	55.7	51.4	73.2
	(8.9)	(7.7)	(5.7)	(9.8)	(4.7)		(7.3)	(7.6)	(6.5)
Hearing-loss therapy	75.2	66.2	77.1	82.9	70.5	---	71.0	62.7	85.8
	(7.9)	(7.5)	(5.3)	(7.8)	(4.5)		(7.2)	(7.5)	(5.2)
Psychotherapy/counseling	89.5	83.2	86.4	91.6	84.0	---	87.7	80.9	89.1
	(5.2)	(5.0)	(3.7)	(4.9)	(3.2)		(4.5)	(5.4)	(4.0)
Medical services	76.0	64.9	64.8	66.1	70.6	---	69.7	63.9	68.3
	(7.5)	(6.9)	(5.7)	(9.0)	(4.3)		(6.5)	(7.1)	(6.8)
Adaptive physical education	85.4	83.8	85.7	88.9	84.9	---	90.0	81.6	83.3
	(6.1)	(5.2)	(3.8)	(6.0)	(3.1)		(4.1)	(5.5)	(4.8)
Social work services	87.8	85.2	82.3	91.9	84.9	---	89.5	80.6	84.9
	(5.3)	(4.7)	(4.1)	(4.7)	(3.0)		(4.1)	(5.2)	(4.6)
Special transportation	97.9	94.2	93.4	98.9	94.7	---	97.2	91.8	96.5
	(2.3)	(3.0)	(2.7)	(1.8)	(1.9)		(2.1)	(3.7)	(2.3)
Human aides or tutors	94.2	91.0	94.5	92.6	93.5	---	92.6	94.9	94.9
	(3.6)	(3.6)	(2.5)	(4.3)	(2.1)		(3.4)	(2.9)	(2.8)
Physical aids	50.0	44.6	61.5	51.3	54.3	---	49.0	50.0	57.4
	(9.3)	(7.8)	(6.1)	(10.0)	(4.9)		(7.6)	(7.7)	(7.5)
None of these	0.0	0.0	0.0	0.0	0.0	---	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)		(0.0)	(0.0)	(0.0)
Number of respondents	53	71	113	47	202	13	78	83	86
Percentage in schools serving non-disabled students that had:**									
Regular education classrooms	95.9	85.5	99.0	88.6	95.2	91.8	91.3	97.2	92.4
	(3.1)	(4.8)	(1.1)	(5.4)	(1.8)	(8.4)	(3.6)	(2.2)	(3.5)
Part-time resource rooms	88.8	88.2	90.5	89.0	87.3	94.4	85.5	88.6	93.4
	(4.9)	(4.4)	(3.2)	(5.3)	(2.9)	(7.0)	(4.5)	(4.2)	(3.3)
Pull-out/itinerant services	74.9	83.7	84.3	74.1	82.6	82.7	69.7	89.3	87.8
	(6.7)	(5.1)	(4.0)	(7.4)	(3.3)	(11.6)	(5.9)	(4.1)	(4.3)
Self-contained classrooms	59.0	67.6	72.9	66.9	64.6	86.8	56.1	68.8	80.5
	(7.6)	(6.4)	(4.8)	(7.9)	(4.1)	(10.4)	(6.4)	(6.2)	(5.3)
All of these	48.2	47.4	59.4	53.9	48.6	76.2	39.5	58.1	63.8
	(7.8)	(6.9)	(5.3)	(8.4)	(4.3)	(13.0)	(6.3)	(6.6)	(6.4)
Number of respondents	76	94	154	71	268	21	119	112	111

* See Appendix for percentage of youth in schools that reported having students in need of these services.
** See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 19A: VOCATIONAL EDUCATION PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH EMOTIONAL DISTURBANCES

Services/Programs	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in schools with vocational classes designed specifically for students with disabilities	61.6	62.9	61.2	59.8	61.1	63.0	60.5	59.4	67.6	59.0	66.7	64.7
	(3.0)	(5.4)	(4.7)	(6.3)	(3.4)	(6.6)	(5.1)	(4.9)	(5.5)	(4.0)	(5.8)	(7.7)
Number of respondents	508	155	215	112	402	105	166	187	155	282	134	84
Percentage in schools that helped students with disabilities in regular vocational classes by:*												
Making physical adaptations	46.1	42.7	50.2	44.9	44.5	51.5	44.8	42.8	54.1	47.1	42.7	48.5
	(3.5)	(6.4)	(5.2)	(6.6)	(3.9)	(7.9)	(5.8)	(5.6)	(6.4)	(4.6)	(6.9)	(8.5)
Increasing teacher contact	71.9	65.4	82.1	67.2	71.7	72.3	77.5	68.1	67.5	70.6	71.7	76.6
	(3.1)	(6.1)	(4.0)	(6.3)	(3.5)	(7.0)	(4.9)	(5.3)	(6.0)	(4.2)	(6.3)	(7.2)
Providing human aides	51.7	54.7	63.8	33.3	49.6	59.3	49.1	49.8	59.7	51.9	53.9	45.4
	(3.5)	(6.4)	(5.0)	(6.3)	(3.9)	(7.7)	(5.9)	(5.7)	(6.3)	(4.6)	(6.9)	(8.5)
Simplifying instruction	72.6	79.1	67.8	69.8	70.5	81.4	78.0	68.1	69.8	74.5	74.5	66.1
	(3.1)	(5.2)	(4.9)	(6.1)	(3.6)	(6.1)	(4.9)	(5.3)	(5.9)	(4.0)	(6.1)	(8.1)
Other accommodations	9.7	4.9	16.2	7.5	10.9	5.3	11.0	9.0	8.6	10.9	6.8	9.5
	(2.1)	(2.8)	(3.8)	(3.5)	(2.4)	(3.5)	(3.7)	(3.2)	(3.6)	(2.9)	(3.5)	(5.0)
Number of respondents	406	118	182	103	325	80	134	145	127	221	103	75
Average percentage of vocational course time spent in:												
Classroom instruction	60.6	60.9	59.5	60.6	60.3	61.3	62.0	61.6	56.2	60.2	61.3	59.9
	(1.9)	(3.4)	(2.8)	(4.0)	(2.1)	(4.1)	(3.2)	(2.9)	(3.5)	(2.5)	(3.8)	(4.4)
Work experience at school	14.3	17.4	11.8	11.1	15.4	10.6	17.6	11.1	13.8	16.3	11.2	10.1
	(1.3)	(2.9)	(1.5)	(2.2)	(1.5)	(2.7)	(2.7)	(1.7)	(2.1)	(1.9)	(2.0)	(2.6)
Community-based experience	15.9	16.3	18.9	12.9	15.6	17.2	12.4	17.6	19.3	14.9	17.8	18.1
	(1.3)	(2.5)	(2.2)	(2.4)	(1.4)	(3.2)	(2.0)	(2.2)	(2.5)	(1.7)	(2.6)	(3.3)
Number of respondents	435	136	176	99	340	94	141	161	131	238	115	71

* See Appendix for percentage of youth in schools that served nondisabled students and placed disabled youth in regular vocational education classes.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 19B: VOCATIONAL EDUCATION PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH EMOTIONAL DISTURBANCES

Services/Programs	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools with vocational classes designed specifically for students with disabilities	56.0	58.8	65.1	55.9	64.1	46.4	58.2	61.2	60.7
	(7.1)	(6.1)	(4.8)	(7.6)	(3.8)	(14.5)	(5.8)	(6.0)	(5.9)
Number of respondents	86	115	181	84	313	23	139	125	134
Percentage in schools that helped students with disabilities in regular vocational classes by:*									
Making physical adaptations	45.6	39.1	54.0	42.4	49.9	29.3	49.4	44.9	43.0
	(8.1)	(6.8)	(5.6)	(8.8)	(4.5)	(14.9)	(6.7)	(6.8)	(6.8)
Increasing teacher contact	68.8	72.0	70.9	58.8	75.8	70.8	70.0	69.3	73.8
	(7.6)	(6.3)	(5.1)	(8.8)	(3.9)	(14.9)	(6.1)	(6.3)	(6.1)
Providing human aides	40.6	51.3	66.2	47.1	56.3	42.8	48.7	52.4	59.4
	(8.0)	(7.0)	(5.3)	(8.9)	(4.5)	(16.2)	(6.7)	(6.8)	(6.8)
Simplifying instruction	83.7	66.5	71.6	67.6	75.0	87.7	83.8	67.4	67.0
	(6.0)	(6.6)	(5.1)	(8.3)	(3.9)	(10.8)	(4.9)	(6.4)	(6.5)
Other accommodations	5.8	14.9	9.0	7.2	11.5	6.5	7.7	13.4	8.3
	(3.8)	(5.0)	(3.2)	(4.6)	(2.9)	(8.1)	(3.6)	(4.6)	(3.8)
Number of respondents	66	90	142	63	248	19	109	103	102
Average percentage of vocational course time spent in:									
Classroom instruction	61.0	59.0	59.6	63.0	60.6	48.6	63.3	60.4	55.8
	(4.4)	(3.8)	(3.0)	(4.4)	(2.5)	(8.2)	(3.7)	(3.8)	(3.5)
Work experience at school	16.9	13.1	13.7	11.8	15.6	14.3	14.4	13.6	15.8
	(3.4)	(2.3)	(2.1)	(2.9)	(1.8)	(6.7)	(2.6)	(2.7)	(2.4)
Community-based experience	13.5	16.4	18.7	17.7	13.7	29.8	12.5	17.2	19.0
	(2.9)	(2.6)	(2.2)	(3.1)	(1.6)	(8.1)	(2.4)	(2.8)	(2.4)
Number of respondents	75	94	152	72	268	18	116	106	113

* See Appendix for percentage of youth in schools that served nondisabled students and placed disabled youth in regular vocational education classes.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 20A: VOCATIONAL ASSESSMENT/COUNSELING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH EMOTIONAL DISTURBANCES

Service Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in schools that provided vocational assessment/ career counseling to secondary special education students	91.0	87.5	94.0	90.8	91.2	90.0	85.4	94.6	94.9	91.1	93.1	84.5
	(1.8)	(3.7)	(2.3)	(3.7)	(2.0)	(4.1)	(3.7)	(2.2)	(2.6)	(2.3)	(3.1)	(6.0)
Number of respondents	514	155	219	112	406	107	167	191	156	285	137	84
Of students in schools providing vocational assessment/counseling, percentage in schools that provided it:												
Routinely to all students	68.4	62.7	72.9	84.2	66.9	73.7	63.0	70.4	73.9	65.9	70.9	76.4
	(3.0)	(5.8)	(4.3)	(4.9)	(3.4)	(6.4)	(5.5)	(4.6)	(5.3)	(4.0)	(5.7)	(7.4)
Routinely only to special education students	19.0	14.9	18.6	11.6	21.0	11.8	19.6	18.1	19.5	19.3	19.1	15.9
	(2.6)	(4.3)	(3.8)	(4.3)	(3.0)	(4.6)	(4.5)	(3.9)	(4.8)	(3.3)	(5.0)	(6.4)
Routinely only to those with some disabilities	1.6	0.0	4.2	0.6	1.8	1.0	1.7	2.0	0.8	1.9	1.7	0.0
	(0.8)	(0.0)	(2.0)	(1.0)	(1.0)	(1.5)	(1.5)	(1.4)	(1.1)	(1.2)	(1.7)	(0.0)
Occasionally to special education students	10.4	22.3	3.2	2.7	9.6	13.5	14.5	9.0	5.7	12.2	7.5	7.7
	(2.0)	(5.0)	(1.7)	(2.2)	(2.1)	(4.9)	(4.0)	(2.9)	(2.8)	(2.8)	(3.3)	(4.7)
Rarely or never to special education students	0.6	0.0	1.1	0.9	0.8	0.0	1.2	0.5	0.0	0.7	0.8	0.0
	(0.5)	(0.0)	(1.0)	(1.3)	(0.6)	(0.0)	(1.2)	(0.7)	(0.0)	(0.7)	(1.1)	(0.0)
Number of respondents	469	134	208	101	371	97	141	182	146	259	129	73
Of students in schools providing vocational assessment/counseling, percentage in schools providing it in:*												
Grades 7 or 8	13.8	6.2	25.0	4.7	16.1	5.2	18.3	10.6	10.0	14.1	14.0	8.4
	(3.3)	(4.3)	(6.4)	(4.2)	(3.9)	(4.5)	(6.0)	(4.9)	(5.2)	(4.2)	(6.3)	(7.3)
Grades 9 or 10	77.4	82.6	83.1	70.8	76.7	79.6	79.4	76.0	76.0	78.1	76.5	73.9
	(3.2)	(5.0)	(4.5)	(7.6)	(3.7)	(6.4)	(5.1)	(5.2)	(6.2)	(4.0)	(6.4)	(9.2)
Grades 11 or 12	81.8	84.5	87.2	82.4	79.8	88.6	80.2	82.2	83.9	81.6	83.8	75.9
	(2.7)	(4.6)	(3.6)	(5.8)	(3.2)	(4.8)	(4.9)	(4.2)	(4.8)	(3.6)	(4.9)	(8.0)
Ungraded classes	43.8	24.2	63.7	28.1	45.8	35.1	31.8	52.3	52.0	42.6	54.8	34.8
	(4.8)	(7.7)	(7.3)	(9.0)	(5.5)	(9.8)	(7.6)	(8.0)	(8.7)	(6.2)	(9.2)	(12.5)
Number of respondents	213	61	86	46	164	48	68	74	71	117	60	33

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 208: VOCATIONAL ASSESSMENT/COUNSELING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH EMOTIONAL DISTURBANCES

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools that provided vocational assessment/career counseling to secondary special education students	92.5	88.3	91.8	93.3	91.2	83.8	92.3	91.7	86.7
	(3.8)	(4.0)	(2.7)	(3.9)	(2.2)	(10.8)	(3.2)	(3.4)	(4.1)
Number of respondents	86	116	186	85	318	23	139	128	137
Of students in schools providing vocational assessment/counseling, percentage in schools that provided it:									
Routinely to all students	71.8	61.8	67.2	74.6	64.4	67.6	71.9	68.3	63.9
	(6.7)	(6.4)	(4.8)	(7.1)	(4.0)	(15.2)	(5.6)	(6.0)	(6.1)
Routinely only to special education students	18.4	25.0	19.7	18.6	21.8	10.7	19.5	17.3	22.1
	(5.8)	(5.8)	(4.1)	(6.3)	(3.4)	(10.1)	(4.9)	(4.9)	(5.2)
Routinely only to those with some disabilities	0.0	0.0	4.3	0.7	1.6	0.0	0.6	0.9	3.3
	(0.0)	(0.0)	(2.1)	(1.4)	(1.0)	(0.0)	(1.0)	(1.2)	(2.2)
Occasionally to special education students	9.8	12.2	8.8	6.1	11.8	21.7	8.0	13.5	9.7
	(4.4)	(4.3)	(2.9)	(3.9)	(2.7)	(13.4)	(3.4)	(4.4)	(3.7)
Rarely or never to special education students	0.0	0.9	0.0	0.0	0.4	0.0	0.0	0.0	1.1
	(0.0)	(1.3)	(0.0)	(0.0)	(0.5)	(0.0)	(0.0)	(0.0)	(1.3)
Number of respondents	78	101	174	77	293	19	127	117	123
Of students in schools providing vocational assessment/counseling, percentage in schools providing it in:*									
Grades 7 or 8	12.6	19.2	11.2	18.8	13.5	---	21.9	11.1	8.5
	(8.0)	(7.4)	(4.7)	(9.8)	(4.1)		(7.7)	(6.3)	(4.8)
Grades 9 or 10	80.3	71.7	76.8	78.7	76.0	---	78.4	82.9	70.6
	(7.3)	(6.9)	(5.1)	(7.8)	(4.2)		(6.0)	(5.9)	(6.7)
Grades 11 or 12	87.6	73.3	79.8	84.4	80.5	---	83.2	86.6	74.2
	(5.6)	(6.4)	(4.5)	(6.5)	(3.6)		(5.0)	(4.9)	(5.9)
Ungraded classes	33.2	36.7	61.9	43.9	47.2	---	42.8	46.5	47.2
	(12.0)	(9.2)	(7.3)	(13.1)	(6.2)		(9.4)	(10.4)	(8.7)
Number of respondents	28	49	81	29	131	14	54	46	65

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 20A: VOCATIONAL ASSESSMENT/COUNSELING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH EMOTIONAL DISTURBANCES (Concluded)

Service Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Of students in schools providing vocational assessment/counseling, percentage in schools that:												
Used formal assessment of student interests/skills	85.9	88.2	88.4	78.5	85.1	88.6	87.8	86.0	82.5	86.8	84.9	80.3
	(2.3)	(3.9)	(3.1)	(5.5)	(2.6)	(4.5)	(3.7)	(3.5)	(4.6)	(2.8)	(4.5)	(7.0)
Gave students information about alternative careers	92.7	93.1	94.9	87.1	92.5	93.4	95.8	92.5	88.1	93.1	94.7	85.3
	(1.7)	(3.0)	(2.2)	(4.5)	(1.9)	(3.5)	(2.2)	(2.7)	(3.9)	(2.1)	(2.8)	(6.2)
Recommended specific careers	78.1	85.0	77.2	66.8	79.2	73.8	80.4	76.8	76.4	79.5	76.4	72.4
	(2.7)	(4.3)	(4.1)	(6.3)	(3.0)	(6.3)	(4.5)	(4.3)	(5.1)	(3.4)	(5.3)	(7.9)
Recommended specific training/ education	83.2	86.7	82.3	76.4	81.6	89.1	84.4	82.6	82.2	81.6	89.4	78.3
	(2.4)	(4.1)	(3.7)	(5.7)	(2.8)	(4.5)	(4.1)	(3.8)	(4.6)	(3.3)	(3.8)	(7.2)
Informed students about colleges/ training programs for students with disabilities	76.3	78.4	79.0	66.1	75.2	80.4	75.7	74.6	80.4	72.5	86.3	77.8
	(2.8)	(4.9)	(4.0)	(6.4)	(3.1)	(5.7)	(4.8)	(4.4)	(4.8)	(3.7)	(4.3)	(7.3)
Number of respondents	473	137	209	101	374	98	142	182	149	260	131	74

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 20B: VOCATIONAL ASSESSMENT/COUNSELING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH EMOTIONAL DISTURBANCES (Concluded)

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Of students in schools providing vocational assessment/counseling, percentage in schools that:									
Used formal assessment of student interests/skills	92.0	78.9	82.7	86.9	84.8	89.4	90.0	83.0	79.6
	(4.1)	(5.4)	(3.9)	(5.4)	(2.9)	(9.7)	(3.7)	(4.9)	(5.1)
Gave students information about alternative careers	96.5	88.0	97.2	88.3	95.2	100	93.5	93.6	95.6
	(2.8)	(4.3)	(1.7)	(5.2)	(1.8)	(0.0)	(3.0)	(3.2)	(2.6)
Recommended specific careers	84.6	69.4	77.2	88.3	74.6	90.5	81.3	79.0	69.2
	(5.5)	(6.1)	(4.3)	(5.2)	(3.6)	(9.2)	(4.8)	(5.3)	(5.8)
Recommended specific training/ education	86.7	75.6	86.4	85.6	82.3	82.4	85.5	82.0	80.7
	(5.1)	(5.6)	(3.5)	(5.6)	(3.1)	(12.0)	(4.3)	(5.0)	(5.0)
Informed students about colleges/ training programs for students with disabilities	79.1	64.6	82.9	75.5	76.7	67.6	75.6	77.4	77.5
	(6.1)	(6.3)	(3.9)	(6.9)	(3.5)	(14.7)	(5.3)	(5.5)	(5.3)
Number of respondents	80	103	174	78	295	20	130	117	124

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 21A: WORK ADJUSTMENT TRAINING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH EMOTIONAL DISTURBANCES

Service Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in schools that provided work adjustment training to secondary special ed. students	88.0	87.2	88.2	88.6	87.2	91.0	87.3	86.1	92.7	86.2	88.9	96.2
	(2.0)	(3.8)	(3.1)	(4.1)	(2.3)	(3.9)	(3.4)	(3.4)	(3.0)	(2.8)	(3.8)	(3.2)
Number of respondents	514	155	219	112	406	107	167	191	156	285	137	84
Of students in schools providing work adjustment training, percentage in schools that provided it:												
Routinely to all students	50.7	49.2	51.0	62.7	50.5	52.0	55.6	45.5	50.8	51.3	48.4	55.6
	(3.3)	(6.0)	(5.0)	(6.6)	(3.7)	(7.0)	(5.6)	(5.2)	(6.0)	(4.3)	(6.4)	(8.3)
Routinely only to special education students	32.1	26.4	34.7	22.8	32.3	30.8	23.6	38.9	35.9	29.8	38.0	26.9
	(3.1)	(5.3)	(4.7)	(5.7)	(3.5)	(6.5)	(4.8)	(5.1)	(5.8)	(3.9)	(6.2)	(7.4)
Routinely only to those with some disabilities	10.5	21.0	8.2	1.3	10.6	10.2	14.9	8.0	6.9	12.5	5.6	11.4
	(2.0)	(4.9)	(2.7)	(1.5)	(2.3)	(4.3)	(4.0)	(2.8)	(3.0)	(2.9)	(2.9)	(5.3)
Occasionally to special education students	6.7	3.3	6.1	13.2	6.6	7.0	6.0	7.6	6.4	6.4	8.0	6.1
	(1.6)	(2.1)	(2.4)	(4.6)	(1.8)	(3.6)	(2.7)	(2.8)	(2.9)	(2.1)	(3.5)	(4.0)
Rarely or never to special education students	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Number of respondents	462	137	201	99	361	100	145	169	148	249	126	80
Of students in schools providing work adjustment training, percentage in schools with training in:*												
Grades 7 or 8	15.4	11.5	17.0	6.6	17.1	9.4	19.2	12.4	12.7	13.0	21.4	13.1
	(3.4)	(5.6)	(5.6)	(4.8)	(4.0)	(5.7)	(6.0)	(5.2)	(5.7)	(4.1)	(7.3)	(8.8)
Grades 9 or 10	66.1	62.0	71.8	73.3	64.5	70.7	63.2	67.6	69.0	65.8	65.7	64.5
	(3.7)	(6.4)	(5.7)	(7.4)	(4.3)	(7.3)	(6.0)	(6.0)	(6.7)	(4.7)	(7.3)	(10.2)
Grades 11 or 12	81.2	80.4	88.0	83.8	80.1	84.4	82.0	79.5	82.4	80.2	81.7	84.6
	(2.7)	(4.9)	(3.4)	(5.3)	(3.1)	(5.2)	(4.5)	(4.4)	(4.6)	(3.6)	(5.0)	(6.4)
Ungraded classes	44.3	28.4	58.9	31.3	45.9	37.5	36.6	47.9	52.4	43.7	48.3	45.7
	(4.8)	(8.2)	(7.5)	(9.2)	(5.5)	(9.9)	(7.8)	(8.0)	(8.7)	(6.2)	(9.3)	(13.1)
Number of respondents	212	60	86	46	163	48	68	73	71	117	59	33

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 218: WORK ADJUSTMENT TRAINING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH EMOTIONAL DISTURBANCES

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	$12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools that provided work adjustment training to secondary special ed. students	85.5	87.9	89.9	89.8	86.6	88.6	87.0	86.7	88.2
	(5.1)	(4.0)	(3.0)	(4.7)	(2.7)	(9.3)	(4.0)	(4.2)	(3.9)
Number of respondents	86	116	186	85	318	23	139	128	137
Of students in schools providing work adjustment training, percentage in schools that provided it:									
Routinely to all students	54.4	47.8	50.9	60.6	48.8	45.8	60.2	47.8	42.8
	(7.7)	(6.5)	(5.2)	(7.9)	(4.2)	(15.6)	(6.2)	(6.5)	(6.2)
Routinely only to special education students	29.4	36.8	31.5	27.7	32.1	37.2	24.7	31.3	40.9
	(7.0)	(6.3)	(4.8)	(7.2)	(3.9)	(15.1)	(5.4)	(6.0)	(6.2)
Routinely only to those with some disabilities	12.4	7.0	9.6	4.0	11.9	16.9	9.2	13.4	8.2
	(5.1)	(3.3)	(3.0)	(3.2)	(2.7)	(11.7)	(3.6)	(4.4)	(3.5)
Occasionally to special education students	3.8	8.4	8.0	7.7	7.3	0.0	6.0	7.5	8.1
	(2.9)	(3.6)	(2.8)	(4.3)	(2.2)	(0.0)	(3.0)	(3.4)	(3.4)
Rarely or never to special education students	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Number of respondents	75	104	170	77	285	20	124	114	124
Of students in schools providing work adjustment training, percentage in schools with training in:*									
Grades 7 or 8	16.6	20.2	11.6	16.2	14.8	---	23.7	5.8	11.9
	(8.8)	(7.4)	(4.7)	(9.1)	(4.2)		(7.7)	(4.8)	(5.5)
Grades 9 or 10	63.0	69.3	61.4	73.4	61.9	---	66.3	68.2	61.7
	(8.8)	(7.0)	(6.3)	(8.5)	(4.9)		(6.7)	(7.8)	(7.3)
Grades 11 or 12	84.5	79.4	77.0	85.3	79.3	---	81.9	86.4	73.4
	(5.9)	(5.5)	(4.6)	(5.9)	(3.5)		(4.9)	(5.0)	(5.7)
Ungraded classes	30.2	44.0	58.0	45.5	46.6	---	39.6	42.7	50.1
	(11.7)	(9.6)	(7.4)	(13.1)	(6.2)		(9.3)	(10.4)	(8.7)
Number of respondents	28	48	81	29	130	14	54	45	65

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 21A: WORK ADJUSTMENT TRAINING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH EMOTIONAL DISTURBANCES (Concluded)

Service Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Of students in schools providing work adjustment training, percentage in schools with training in:												
Production skills	64.6	63.1	71.7	54.4	65.5	61.7	62.8	63.0	70.3	61.2	67.4	71.3
	(3.1)	(5.8)	(4.5)	(6.8)	(3.5)	(6.9)	(5.4)	(5.1)	(5.5)	(4.2)	(6.0)	(7.6)
Relationships with coworkers/ supervisors	96.7	96.7	96.9	95.5	96.8	96.2	95.1	97.4	98.3	95.5	99.5	96.3
	(1.2)	(2.1)	(1.7)	(2.8)	(1.3)	(2.7)	(2.4)	(1.7)	(1.6)	(1.8)	(0.9)	(3.2)
Attendance/punctuality	99.8	99.4	100	100	99.8	100	99.5	100	100	99.7	100	100
	(0.3)	(0.9)	(0.0)	(0.0)	(0.4)	(0.0)	(0.8)	(0.0)	(0.0)	(0.5)	(0.0)	(0.0)
Appropriate dress/grooming	96.9	100	97.6	90.5	97.1	96.1	96.9	97.8	95.1	96.7	95.3	100
	(1.1)	(0.0)	(1.5)	(4.0)	(1.2)	(2.8)	(1.9)	(1.5)	(2.6)	(1.5)	(2.7)	(0.0)
Job-related practices (e.g., using sick leave)	75.0	66.6	79.2	79.9	76.3	70.0	74.9	74.7	75.3	73.2	70.9	88.3
	(2.8)	(5.6)	(4.0)	(5.4)	(3.1)	(6.5)	(4.8)	(4.6)	(5.2)	(3.8)	(5.8)	(5.4)
Work skills (e.g., counting change, completing forms)	80.3	78.3	75.0	88.8	81.7	75.3	76.3	84.0	81.3	77.9	77.3	95.5
	(2.6)	(4.9)	(4.3)	(4.3)	(2.9)	(6.1)	(4.7)	(3.9)	(4.7)	(3.6)	(5.3)	(3.5)
Use of transportation	62.3	73.0	52.6	55.5	61.6	65.6	62.5	63.9	59.4	61.2	61.7	64.2
	(3.2)	(5.3)	(5.0)	(6.8)	(3.6)	(6.7)	(5.4)	(5.1)	(5.9)	(4.2)	(6.2)	(8.1)
Number of respondents	462	138	200	99	361	100	145	169	148	248	126	81

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 21B: WORK ADJUSTMENT TRAINING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH EMOTIONAL DISTURBANCES (Concluded)

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Of students in schools providing work adjustment training, percentage in schools with training in:									
Production skills	65.8	62.7	61.3	66.2	63.0	67.0	61.9	61.6	67.3
	(7.5)	(6.3)	(5.0)	(7.6)	(4.0)	(14.8)	(6.1)	(6.5)	(5.9)
Relationships with coworkers/ supervisors	95.9	98.6	96.2	96.3	96.4	96.8	97.5	95.7	95.6
	(3.1)	(1.5)	(2.0)	(3.0)	(1.6)	(5.5)	(2.0)	(2.7)	(2.6)
Attendance/punctuality	100	100	100	100	99.7	100	100	99.2	100
	(0.0)	(0.0)	(0.0)	(0.0)	(0.5)	(0.0)	(0.0)	(1.2)	(0.0)
Appropriate dress/grooming	96.9	92.4	98.3	100	94.5	100	96.4	95.1	96.5
	(2.7)	(3.5)	(1.3)	(0.0)	(1.9)	(0.0)	(2.3)	(2.9)	(2.3)
Job-related practices (e.g., using sick leave)	73.0	73.3	74.8	76.0	72.8	80.8	70.6	68.5	82.2
	(7.0)	(5.8)	(4.5)	(6.9)	(3.7)	(12.4)	(5.7)	(6.2)	(4.8)
Work skills (e.g., counting change, completing forms)	79.9	80.7	74.2	81.6	75.9	94.8	78.3	73.3	82.0
	(6.3)	(5.2)	(4.5)	(6.2)	(3.6)	(7.0)	(5.2)	(5.9)	(4.8)
Use of transportation	64.8	59.0	59.7	61.4	59.6	81.6	60.9	54.5	69.7
	(7.5)	(6.4)	(5.1)	(7.8)	(4.1)	(12.2)	(6.1)	(6.6)	(5.8)
Number of respondents	74	104	170	78	284	20	124	113	124

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 22A: WORK EXPLORATION OR WORK EXPERIENCE PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH EMOTIONAL DISTURBANCES

Service Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in schools that provided work exploration/experience to secondary special ed. students	61.1	51.8	69.4	59.5	61.6	59.8	50.6	65.0	73.9	57.6	66.1	69.9
	(3.0)	(5.6)	(4.4)	(6.3)	(3.4)	(6.7)	(5.2)	(4.7)	(5.2)	(4.0)	(5.8)	(7.6)
Number of respondents	514	155	219	112	406	107	167	191	156	285	137	84
Of students in schools providing work exploration/experience, percentage in schools that provided it:												
Routinely to all students	52.4	62.3	47.1	62.6	53.7	47.2	58.3	51.7	45.8	56.5	44.1	53.1
	(3.9)	(7.5)	(5.6)	(7.8)	(4.3)	(9.0)	(7.1)	(6.0)	(6.7)	(5.1)	(7.4)	(9.4)
Routinely only to special education students	32.4	28.2	29.1	27.2	31.5	35.8	23.7	31.5	45.2	28.2	40.0	31.4
	(3.6)	(6.9)	(5.1)	(7.1)	(4.0)	(8.6)	(6.1)	(5.6)	(6.7)	(4.7)	(7.3)	(8.8)
Routinely only to those with some disabilities	3.1	1.3	6.8	0.0	3.9	0.0	3.0	3.2	3.0	2.3	2.7	7.8
	(1.3)	(1.8)	(2.8)	(0.0)	(1.6)	(0.0)	(2.5)	(2.1)	(2.3)	(1.5)	(2.4)	(5.1)
Occasionally to special education students	11.1	8.2	15.8	7.8	9.6	16.9	14.3	12.4	4.9	11.6	13.2	6.2
	(2.4)	(4.2)	(4.1)	(4.3)	(2.5)	(6.7)	(5.1)	(4.0)	(2.9)	(3.3)	(5.0)	(4.6)
Rarely or never to special education students	1.0	0.0	1.2	2.4	1.3	0.0	0.8	1.1	1.1	1.4	0.0	1.4
	(0.8)	(0.0)	(1.2)	(2.5)	(1.0)	(0.0)	(1.3)	(1.3)	(1.4)	(1.2)	(0.0)	(2.2)
Number of respondents	337	85	162	70	271	66	89	129	119	174	96	62
Of students in schools providing work exploration/experience, percentage in schools with work experience programs in:*												
Grades 7 or 8	5.9	2.1	8.5	0.0	6.7	3.2	8.4	4.1	4.2	6.8	4.3	0.0
	(2.3)	(2.6)	(4.2)	(0.0)	(2.7)	(3.6)	(4.4)	(3.2)	(3.5)	(3.2)	(3.7)	(0.0)
Grades 9 or 10	32.3	30.2	35.4	33.3	33.6	28.4	29.3	32.1	38.0	30.4	29.2	46.2
	(4.2)	(7.5)	(7.0)	(8.9)	(4.8)	(8.9)	(7.0)	(7.0)	(7.9)	(5.5)	(8.1)	(11.5)
Grades 11 or 12	63.5	55.9	81.2	58.2	63.1	65.8	56.9	67.7	67.0	61.4	68.1	61.9
	(3.6)	(7.0)	(4.4)	(7.9)	(4.1)	(7.9)	(6.6)	(5.7)	(6.2)	(4.9)	(6.7)	(9.0)
Ungraded classes	37.2	24.1	46.5	35.1	40.7	25.2	29.9	38.3	47.7	36.3	39.9	31.9
	(4.7)	(7.8)	(7.7)	(9.5)	(5.5)	(9.0)	(7.6)	(7.9)	(8.7)	(6.1)	(9.0)	(12.3)
Number of respondents	208	59	83	46	160	47	65	72	71	112	60	33

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 22B: WORK EXPLORATION OR WORK EXPERIENCE PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH EMOTIONAL DISTURBANCES

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools that provided work exploration/experience to secondary special ed. students	52.9	63.4	66.2	66.4	56.9	69.4	53.2	57.2	73.1
	(7.3)	(6.0)	(4.7)	(7.3)	(3.9)	(13.5)	(5.9)	(6.2)	(5.3)
Number of respondents	86	116	186	85	318	23	139	128	137
Of students in schools providing work exploration/experience, percentage in schools that provided it:									
Routinely to all students	62.4	49.4	52.1	58.4	54.0	53.2	61.2	56.7	46.7
	(9.4)	(7.8)	(5.9)	(9.1)	(5.0)	(18.4)	(7.7)	(8.0)	(6.9)
Routinely only to special education students	31.1	34.8	27.7	30.1	28.3	46.8	30.1	23.8	36.7
	(9.0)	(7.4)	(5.2)	(8.5)	(4.5)	(18.4)	(7.2)	(6.9)	(6.7)
Routinely only to those with some disabilities	3.0	0.0	5.1	1.1	3.8	0.0	2.4	5.3	2.4
	(3.3)	(0.0)	(2.6)	(1.9)	(1.9)	(0.0)	(2.4)	(3.6)	(2.1)
Occasionally to special education students	3.4	14.7	15.1	9.5	13.4	0.0	6.3	14.2	13.1
	(3.5)	(5.5)	(4.2)	(5.4)	(3.4)	(0.0)	(3.8)	(5.6)	(4.7)
Rarely or never to special education students	0.0	1.1	0.0	0.9	0.5	0.0	0.0	0.0	1.1
	(0.0)	(1.6)	(0.0)	(1.8)	(0.7)	(0.0)	(0.0)	(0.0)	(1.4)
Number of respondents	48	74	133	60	202	15	80	78	103
Of students in schools providing work exploration/experience, percentage in schools with work experience programs in:*									
Grades 7 or 8	10.3	10.4	0.0	15.1	3.6	---	10.6	2.1	5.5
	(7.4)	(5.7)	(0.0)	(9.1)	(2.3)		(5.7)	(3.0)	(4.0)
Grades 9 or 10	23.2	33.3	27.2	41.3	25.6	---	30.0	21.2	35.7
	(9.9)	(8.3)	(6.6)	(11.6)	(5.1)		(8.1)	(8.2)	(8.0)
Grades 11 or 12	65.3	60.4	65.5	73.0	59.7	---	62.0	65.4	66.4
	(9.2)	(7.1)	(5.7)	(8.6)	(4.7)		(7.2)	(7.4)	(6.6)
Ungraded classes	25.0	32.2	50.3	38.0	39.0	---	33.7	31.6	41.3
	(11.1)	(8.9)	(7.7)	(13.0)	(6.1)		(9.0)	(9.8)	(8.8)
Number of respondents	28	49	77	28	128	14	54	45	62

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 23A: JOB SKILLS TRAINING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH EMOTIONAL DISTURBANCES

Service Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in schools that provided job skills training to secondary special education students	74.8	73.7	77.8	76.6	73.9	78.9	74.2	75.2	75.3	74.5	79.5	68.9
	(2.7)	(5.0)	(4.0)	(5.4)	(3.1)	(5.6)	(4.5)	(4.3)	(5.1)	(3.5)	(4.9)	(7.6)
Number of respondents	513	155	219	111	405	107	166	191	156	284	137	84
Of students in schools providing job skills training, percentage in schools that provided it:												
Routinely to all students	76.4	82.0	75.3	81.5	76.2	77.0	76.2	78.3	73.3	76.7	72.6	84.0
	(3.0)	(5.0)	(4.6)	(5.7)	(3.4)	(6.6)	(5.2)	(4.7)	(5.9)	(3.9)	(6.1)	(7.2)
Routinely only to special education students	14.9	11.6	11.8	12.0	15.4	13.4	14.6	12.0	21.0	14.2	17.6	11.3
	(2.6)	(4.2)	(3.5)	(4.8)	(2.9)	(5.3)	(4.3)	(3.7)	(5.4)	(3.3)	(5.2)	(6.3)
Routinely only to those with some disabilities	1.4	0.0	3.1	1.2	1.3	1.9	0.0	2.5	2.0	1.3	2.2	0.0
	(0.8)	(0.0)	(1.9)	(1.6)	(0.9)	(2.1)	(0.0)	(1.8)	(1.9)	(1.1)	(2.0)	(0.0)
Occasionally to special education students	7.2	6.4	9.4	5.3	7.0	7.7	9.3	6.8	3.8	7.8	7.6	3.2
	(1.8)	(3.2)	(3.1)	(3.3)	(2.1)	(4.2)	(3.6)	(2.9)	(2.6)	(2.5)	(3.7)	(3.5)
Rarely or never to special education students	0.2	0.0	0.4	0.0	0.2	0.0	0.0	0.4	0.0	0.0	0.0	1.5
	(0.3)	(0.0)	(0.7)	(0.0)	(0.4)	(0.0)	(0.0)	(0.7)	(0.0)	(0.0)	(0.0)	(2.4)
Number of respondents	386	114	173	84	303	83	122	143	121	211	110	60
Of students in schools providing job skills training, percentage in schools providing it in:*												
Grades 9 or 10	38.9	35.8	42.7	45.6	37.8	43.6	36.7	43.2	36.2	41.3	39.2	25.4
	(4.3)	(7.8)	(6.9)	(8.7)	(4.8)	(9.2)	(7.0)	(7.1)	(7.9)	(5.5)	(8.7)	(10.3)
Grades 11 or 12	80.6	84.1	89.5	76.0	79.2	86.3	80.1	83.5	76.8	81.1	85.5	70.8
	(2.7)	(4.6)	(3.2)	(6.2)	(3.2)	(5.1)	(4.8)	(4.1)	(5.2)	(3.5)	(4.7)	(8.1)
Ungraded classes	38.9	25.5	45.1	44.8	42.2	27.9	36.4	38.5	43.7	42.5	40.5	22.9
	(4.7)	(7.8)	(7.6)	(10.0)	(5.4)	(9.2)	(7.9)	(7.8)	(8.6)	(6.2)	(9.1)	(11.1)
Number of respondents	212	61	86	45	163	48	67	74	71	116	60	33

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 23B: JOB SKILLS TRAINING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH EMOTIONAL DISTURBANCES

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools that provided job skills training to secondary special education students	81.3	65.3	75.5	76.5	74.1	68.6	80.8	68.3	71.4
	(5.7)	(5.9)	(4.3)	(6.5)	(3.5)	(13.9)	(4.7)	(5.8)	(5.4)
Number of respondents	85	116	186	85	318	22	138	128	137
Of students in schools providing job skills training, percentage in schools that provided it:									
Routinely to all students	79.4	68.1	75.2	75.9	75.8	56.9	81.5	74.4	67.2
	(6.4)	(7.1)	(4.9)	(7.5)	(4.0)	(17.0)	(5.2)	(6.4)	(6.4)
Routinely only to special education students	17.5	20.9	9.5	15.3	12.6	37.3	15.3	11.9	14.4
	(6.0)	(6.2)	(3.3)	(6.3)	(3.1)	(16.6)	(4.8)	(4.8)	(4.8)
Routinely only to those with some disabilities	1.0	0.0	4.4	0.0	2.2	2.6	0.0	0.0	6.9
	(1.6)	(0.0)	(2.3)	(0.0)	(1.4)	(5.5)	(0.0)	(0.0)	(3.4)
Occasionally to special education students	2.1	11.0	10.9	8.0	9.4	3.2	3.2	13.6	11.5
	(2.3)	(4.8)	(3.5)	(4.7)	(2.7)	(6.0)	(2.3)	(5.1)	(4.3)
Rarely or never to special education students	0.0	0.0	0.0	0.8	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(1.6)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Number of respondents	70	78	143	66	236	17	111	88	104
Of students in schools providing job skills training, percentage in schools providing it in:*									
Grades 9 or 10	42.6	37.8	40.0	48.7	34.1	---	42.0	42.0	38.4
	(11.0)	(8.2)	(7.0)	(11.2)	(5.5)		(8.4)	(9.4)	(7.9)
Grades 11 or 12	86.0	76.0	82.8	80.4	83.2	---	86.1	82.7	79.9
	(5.6)	(6.1)	(4.1)	(6.9)	(3.3)		(4.5)	(5.5)	(5.3)
Ungraded classes	41.2	39.2	44.2	43.9	40.0	---	41.1	37.2	40.4
	(12.8)	(9.3)	(7.4)	(13.1)	(6.0)		(9.4)	(10.0)	(8.5)
Number of respondents	27	49	81	29	131	13	53	46	65

* See Appendix for percentage of youth in schools that served each grade level

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 24A: JOB DEVELOPMENT AND PLACEMENT SERVICES PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH EMOTIONAL DISTURBANCES

Service Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in schools that provided job development/placement services to secondary special ed. students	67.1	66.8	69.0	67.1	67.3	67.2	59.3	69.2	78.3	63.0	74.8	72.4
	(2.9)	(5.3)	(4.4)	(6.0)	(3.3)	(6.4)	(5.1)	(4.6)	(4.8)	(3.9)	(5.3)	(7.4)
Number of respondents	514	155	219	112	406	107	167	191	156	285	137	84
Of students in schools providing job development/placement services, percentage in schools that provided it:												
Routinely to all students	50.7	61.6	45.8	53.1	50.8	50.3	57.3	47.4	46.7	54.2	45.1	45.5
	(3.7)	(6.6)	(5.5)	(7.7)	(4.2)	(8.2)	(6.7)	(5.9)	(6.4)	(5.0)	(7.0)	(9.4)
Routinely only to special education students	33.6	26.9	39.3	25.7	34.5	30.0	25.9	33.9	43.7	30.0	35.6	44.2
	(3.5)	(6.0)	(5.4)	(6.7)	(4.0)	(7.5)	(5.9)	(5.6)	(6.4)	(4.6)	(6.7)	(9.4)
Routinely only to those with some disabilities	3.5	2.3	4.6	4.2	3.4	3.8	4.5	4.0	1.1	5.4	0.8	0.6
	(1.4)	(2.1)	(2.3)	(3.1)	(1.5)	(3.2)	(2.8)	(2.3)	(1.4)	(2.3)	(1.2)	(1.5)
Occasionally to special education students	9.7	6.4	9.4	17.1	8.1	15.1	8.2	12.1	7.8	8.7	13.1	8.3
	(2.2)	(3.3)	(3.2)	(5.8)	(2.3)	(5.9)	(3.7)	(3.9)	(3.5)	(2.8)	(4.7)	(5.2)
Rarely or never to special education students	2.6	2.8	0.9	0.0	3.2	0.7	4.2	2.5	0.6	1.7	5.4	1.4
	(1.2)	(2.3)	(1.0)	(0.0)	(1.5)	(1.4)	(2.7)	(1.9)	(1.0)	(1.3)	(3.2)	(2.2)
Number of respondents	364	107	165	76	287	77	101	135	128	187	107	64
Of students in schools providing job development/placement services, percentage in schools providing it in:*												
Grade 10	37.5	38.6	41.8	39.6	38.5	34.5	37.1	35.0	41.9	36.9	34.0	44.6
	(4.1)	(7.4)	(6.5)	(8.7)	(4.6)	(8.8)	(6.8)	(6.7)	(7.5)	(5.3)	(7.9)	(11.3)
Grade 11	61.4	55.8	74.5	61.0	61.9	60.3	55.8	63.9	66.4	59.1	65.0	62.0
	(3.6)	(6.8)	(4.8)	(7.5)	(4.0)	(8.0)	(6.4)	(5.7)	(6.2)	(4.8)	(6.8)	(9.0)
Grade 12	71.1	67.1	83.3	72.8	70.4	74.6	66.8	73.1	75.0	69.5	76.1	67.5
	(3.1)	(5.8)	(4.0)	(6.4)	(3.6)	(6.5)	(5.7)	(4.9)	(5.4)	(4.2)	(5.6)	(8.3)
Ungraded classes	37.9	34.8	43.3	30.1	41.0	27.4	35.0	35.2	46.8	33.9	43.3	43.3
	(4.7)	(8.5)	(7.5)	(9.2)	(5.4)	(9.1)	(7.7)	(7.7)	(8.7)	(5.9)	(9.1)	(13.0)
Number of respondents	212	61	86	46	163	48	68	73	71	116	60	33

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 248: JOB DEVELOPMENT AND PLACEMENT SERVICES PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH EMOTIONAL DISTURBANCES

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools that provided job development/placement services to secondary special ed. students	63.7	68.1	69.0	75.3	63.5	72.3	63.0	67.5	69.8
	(7.0)	(5.8)	(4.6)	(6.6)	(3.8)	(13.1)	(5.7)	(5.8)	(5.5)
Number of respondents	86	116	186	85	318	23	139	128	137
Of students in schools providing job development/placement services, percentage in schools that provided it:									
Routinely to all students	58.2	41.5	51.5	61.7	46.2	45.9	56.1	57.8	36.3
	(8.9)	(7.3)	(5.8)	(8.5)	(4.8)	(17.6)	(7.4)	(7.2)	(6.7)
Routinely only to special education students	27.9	38.6	36.0	22.0	38.8	42.8	30.4	27.9	45.2
	(8.1)	(7.2)	(5.5)	(7.2)	(4.7)	(17.5)	(6.9)	(6.6)	(6.9)
Routinely only to those with some disabilities	3.9	4.3	3.5	0.9	3.9	11.3	0.1	7.0	5.3
	(3.5)	(3.0)	(2.1)	(1.6)	(1.9)	(11.2)	(0.5)	(3.7)	(3.1)
Occasionally to special education students	4.1	15.6	6.9	7.5	9.4	0.0	11.3	7.4	9.7
	(3.6)	(5.4)	(2.9)	(4.6)	(2.8)	(0.0)	(4.7)	(3.8)	(4.1)
Rarely or never to special education students	5.9	0.0	2.0	7.8	1.8	0.0	2.1	0.0	3.5
	(4.3)	(0.0)	(1.6)	(4.7)	(1.3)	(0.0)	(2.1)	(0.0)	(2.6)
Number of respondents	56	81	136	64	221	16	90	91	102
Of students in schools providing job development/placement services, percentage in schools providing it in:*									
Grade 10	35.1	34.2	35.6	52.0	32.6	---	36.4	43.3	31.0
	(10.6)	(7.6)	(6.6)	(11.1)	(5.1)		(8.1)	(8.4)	(7.4)
Grade 11	60.3	62.8	63.1	72.8	58.7	---	54.0	67.0	67.9
	(9.4)	(6.9)	(5.6)	(8.6)	(4.6)		(7.4)	(7.0)	(6.4)
Grade 12	73.6	72.4	73.7	80.7	69.6	---	68.7	78.1	74.5
	(7.5)	(6.1)	(4.8)	(6.8)	(4.1)		(6.1)	(5.8)	(5.8)
Ungraded classes	38.7	29.5	40.3	47.8	37.9	---	38.3	37.3	34.6
	(12.4)	(8.7)	(7.4)	(13.2)	(6.0)		(9.2)	(10.1)	(8.3)
Number of respondents	28	49	80	29	130	14	54	46	64

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 24A: JOB DEVELOPMENT AND PLACEMENT SERVICES PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH EMOTIONAL DISTURBANCES (Concluded)

Service Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Of students in schools providing job development/placement services, percentage in schools that typically:												
Referred students to potential employers	90.5	93.8	95.1	76.0	90.3	91.3	88.8	91.2	91.8	88.5	92.7	93.5
	(2.2)	(3.3)	(2.4)	(6.8)	(2.5)	(4.6)	(4.3)	(3.4)	(3.6)	(3.2)	(3.6)	(4.7)
Transported students to/from interviews	58.7	51.4	63.2	54.2	60.0	53.9	52.6	59.2	66.6	54.1	61.6	70.1
	(3.7)	(6.8)	(5.3)	(7.9)	(4.1)	(8.2)	(6.7)	(5.8)	(6.1)	(5.0)	(6.7)	(8.7)
Trained in interviewing skills	81.1	69.2	91.6	79.4	83.5	71.9	77.5	81.1	85.9	78.7	81.9	91.0
	(2.9)	(6.3)	(3.0)	(6.4)	(3.1)	(7.4)	(5.6)	(4.6)	(4.5)	(4.1)	(5.3)	(5.5)
Reviewed interview experiences	75.5	63.9	84.3	73.4	78.2	65.2	74.2	76.4	75.9	75.6	73.3	84.4
	(3.2)	(6.6)	(4.0)	(7.0)	(3.4)	(7.8)	(5.9)	(5.0)	(5.5)	(4.3)	(6.1)	(6.9)
Helped prepare resumes	73.8	77.3	81.5	59.6	74.7	70.4	70.1	77.4	73.3	75.9	72.0	70.2
	(3.3)	(5.7)	(4.3)	(7.8)	(3.6)	(7.5)	(6.2)	(5.0)	(5.7)	(4.3)	(6.2)	(8.7)
Worked with employers on job modifications	56.8	47.3	70.4	43.9	56.6	57.3	49.3	56.3	68.0	50.5	64.1	72.3
	(3.7)	(6.8)	(5.0)	(7.9)	(4.1)	(8.1)	(6.8)	(5.9)	(6.0)	(5.0)	(6.7)	(8.5)
Number of respondents	360	105	165	73	286	74	98	134	128	185	106	63
Of students in schools providing job development/placement services, average number of special education students who:												
Received job placement services	29	40	28	15	28	35	36	26	23	32	23	21
	(3.3)	(8.7)	(3.7)	(1.9)	(2.8)	(11.6)	(8.6)	(3.2)	(2.8)	(5.3)	(3.7)	(2.7)
Were placed in jobs	18	22	18	10	16	23	23	15	15	19	16	16
	(2.4)	(6.2)	(2.5)	(1.3)	(1.8)	(8.9)	(6.2)	(2.4)	(2.3)	(3.8)	(3.4)	(2.6)
Number of respondents	339	102	151	73	267	72	95	122	122	172	101	60
Of students in schools providing job development/placement services, average percentage of special ed. students receiving job placement services who were placed in a job	65.5	59.9	73.0	63.7	64.7	68.4	65.9	64.3	66.7	63.2	65.6	77.9
	(2.3)	(3.9)	(3.4)	(5.3)	(2.7)	(4.7)	(3.9)	(4.0)	(4.0)	(3.2)	(4.2)	(5.1)
Number of respondents	335	100	151	72	264	71	93	121	121	168	101	60

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 24B: JOB DEVELOPMENT AND PLACEMENT SERVICES PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH EMOTIONAL DISTURBANCES (Concluded)

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Of students in schools providing job development/placement services, percentage in schools that typically:									
Referred students to potential employers	88.0	88.7	93.8	94.8	88.6	89.3	85.8	92.8	92.1
	(5.9)	(4.7)	(2.8)	(4.0)	(3.0)	(10.5)	(5.2)	(3.8)	(3.7)
Transported students to/from interviews	44.3	69.5	61.7	51.9	59.4	58.5	44.8	58.3	71.4
	(9.0)	(6.9)	(5.6)	(9.1)	(4.7)	(16.8)	(7.4)	(7.3)	(6.3)
Trained in interviewing skills	70.6	87.2	82.8	82.8	77.2	89.9	72.7	78.0	89.5
	(8.2)	(5.0)	(4.4)	(6.9)	(4.0)	(10.2)	(6.6)	(6.1)	(4.3)
Reviewed interview experiences	65.6	79.7	85.2	74.5	75.2	86.0	69.5	71.0	89.2
	(8.6)	(6.0)	(4.1)	(7.9)	(4.1)	(11.8)	(6.8)	(6.7)	(4.3)
Helped prepare resumes	76.2	66.7	78.9	78.5	73.7	71.8	78.6	71.7	75.3
	(7.7)	(7.0)	(4.7)	(7.5)	(4.2)	(15.3)	(6.1)	(6.7)	(6.0)
Worked with employers on job modifications	52.4	55.3	59.2	43.4	61.4	43.8	56.5	45.3	65.7
	(9.0)	(7.4)	(5.7)	(9.0)	(4.6)	(16.9)	(7.3)	(7.4)	(6.6)
Number of respondents	56	80	135	61	220	17	89	91	102
Of students in schools providing job development/placement services, average number of special education students who:									
Received job placement services	36	26	26	43	25	17	37	25	22
	(12.8)	(4.7)	(2.9)	(14.5)	(2.8)	(5.8)	(10.1)	(3.8)	(2.5)
Were placed in jobs	22	14	17	25	16	12	21	15	16
	(9.6)	(2.5)	(1.8)	(10.5)	(1.8)	(4.5)	(7.2)	(2.9)	(1.7)
Number of respondents	54	79	120	57	204	17	86	85	92
Of students in schools providing job development/placement services, average percentage of special ed. students receiving job placement services who were placed in a job	60.6	63.4	72.5	62.8	64.7	76.5	57.9	65.6	77.7
	(5.1)	(4.8)	(3.5)	(5.4)	(3.0)	(8.3)	(4.3)	(4.5)	(4.2)
Number of respondents	54	78	118	56	202	17	85	84	91

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 25A: POSTEMPLOYMENT SERVICES PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH EMOTIONAL DISTURBANCES

Service Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in schools that provided postemployment services to secondary special ed. students	41.2	34.7	51.0	38.0	41.5	40.6	32.3	43.1	54.3	36.8	48.7	52.1
	(3.1)	(5.4)	(4.8)	(6.2)	(3.4)	(6.7)	(4.9)	(4.9)	(5.8)	(3.9)	(6.1)	(8.2)
Number of respondents	511	155	217	111	403	107	166	189	156	283	136	84
Of the students in schools providing postemployment services, percentage in schools providing it in:*												
Grade 10	14.1	17.8	18.1	5.8	14.2	14.2	9.1	13.5	22.7	13.9	14.2	17.1
	(3.2)	(6.6)	(5.5)	(4.7)	(3.7)	(7.1)	(4.6)	(5.3)	(6.8)	(4.2)	(6.3)	(9.2)
Grade 11	34.6	36.5	45.6	17.6	33.1	40.4	23.9	41.0	40.1	29.8	40.9	42.4
	(4.0)	(7.4)	(6.3)	(7.3)	(4.5)	(9.1)	(6.5)	(6.6)	(7.3)	(5.2)	(7.9)	(10.3)
Grade 12	50.9	46.8	70.6	35.9	51.4	50.0	45.8	51.6	57.1	46.5	59.4	54.6
	(3.9)	(7.2)	(5.3)	(8.1)	(4.4)	(8.8)	(6.9)	(6.3)	(6.8)	(5.3)	(7.1)	(9.6)
Ungraded classes	23.1	13.8	32.4	23.3	24.8	17.2	19.0	18.3	36.6	23.0	23.5	25.6
	(4.1)	(6.3)	(7.2)	(8.5)	(4.8)	(7.9)	(6.5)	(6.3)	(8.4)	(5.3)	(8.0)	(11.5)
Number of respondents	207	59	83	45	160	46	66	71	70	114	57	33
Of the students in schools providing postemployment services, percentage in schools that typically:												
Contacted only students after employment	4.4	4.4	5.6	0.0	5.3	0.8	4.0	6.2	2.3	6.0	0.0	6.6
	(1.9)	(3.9)	(3.0)	(0.0)	(2.3)	(2.0)	(3.6)	(3.7)	(2.3)	(3.2)	(0.0)	(5.5)
Contacted only employers after employment	0.7	2.4	0.0	0.0	0.9	0.0	0.0	0.0	2.5	1.3	0.0	0.0
	(0.8)	(2.9)	(0.0)	(0.0)	(1.0)	(0.0)	(0.0)	(0.0)	(2.4)	(1.5)	(0.0)	(0.0)
Contacted both students and employers after employment	94.9	93.1	94.4	100	93.8	99.2	96.0	93.8	95.3	92.7	100	93.4
	(2.1)	(4.8)	(3.0)	(0.0)	(2.5)	(2.0)	(3.6)	(3.7)	(3.3)	(3.5)	(0.0)	(5.5)
Number of respondents	224	58	116	38	182	42	54	81	89	106	72	44
Of the students in schools providing postemployment services, average number of months contact was maintained with student/employer after employment	9.9	12.7	9.3	8.0	10.2	8.8	10.2	9.5	10.2	9.1	10.8	10.8
	(1.0)	(2.8)	(1.0)	(1.6)	(1.1)	(1.6)	(2.2)	(1.6)	(1.1)	(1.4)	(1.9)	(2.0)
Number of respondents	165	41	97	22	135	30	39	61	65	76	54	34

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 25B: POSTEMPLOYMENT SERVICES PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH EMOTIONAL DISTURBANCES

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools that provided postemployment services to secondary special ed. students	36.6	39.7	45.3	43.8	37.5	44.0	36.7	41.1	45.4
	(7.1)	(6.1)	(5.0)	(7.6)	(3.8)	(14.9)	(5.7)	(6.2)	(6.0)
Number of respondents	85	116	184	85	316	22	138	127	136
Of the students in schools providing postemployment services, percentage in schools providing it in:*									
Grade 10	20.4	11.6	8.9	26.4	9.1	---	14.2	13.5	13.6
	(9.9)	(5.7)	(4.3)	(10.9)	(3.4)		(6.4)	(6.9)	(5.8)
Grade 11	37.2	30.1	35.6	39.6	29.3	---	32.2	27.0	43.2
	(11.2)	(7.5)	(6.4)	(11.3)	(4.9)		(7.7)	(8.2)	(7.7)
Grade 12	55.5	46.0	54.2	56.4	48.1	---	49.7	52.4	54.6
	(10.4)	(7.6)	(6.1)	(10.2)	(5.0)		(7.7)	(8.0)	(7.3)
Ungraded classes	12.3	28.2	23.0	25.6	22.8	---	21.3	24.1	21.6
	(8.9)	(8.6)	(6.4)	(11.9)	(5.2)		(7.9)	(9.2)	(7.3)
Number of respondents	25	49	78	27	129	12	53	43	63
Of the students in schools providing postemployment services, percentage in schools that typically:									
Contacted only students after employment	3.0	7.1	5.6	3.3	6.3	---	4.8	7.8	3.2
	(4.5)	(5.0)	(3.3)	(4.2)	(3.0)		(4.3)	(5.2)	(3.0)
Contacted only employers after employment	0.0	3.0	0.0	3.8	0.0	---	2.6	0.0	0.0
	(0.0)	(3.3)	(0.0)	(4.5)	(0.0)		(3.2)	(0.0)	(0.0)
Contacted both students and employers after employment	97.0	89.9	94.4	92.9	93.7	---	92.7	92.2	96.8
	(4.5)	(5.8)	(3.3)	(6.0)	(3.0)		(5.2)	(5.2)	(3.0)
Number of respondents	27	49	89	37	132	11	50	54	68
Of the students in schools providing postemployment services, average number of months contact was maintained with student/employer after employment	10.4	8.6	11.3	12.7	9.7	---	10.5	9.3	9.6
	(2.6)	(1.3)	(1.8)	(3.8)	(1.1)		(2.2)	(2.3)	(1.3)
Number of respondents	22	38	61	25	98	8	35	38	52

* See Appendix for percentage of youth in schools that served each grade-level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school

Table 26A: LIFE SKILLS PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH EMOTIONAL DISTURBANCES

Service Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in schools that provided life skills programs to secondary special education students	90.1	91.9	85.9	91.2	89.1	93.8	93.0	87.2	89.8	91.7	87.2	87.3
	(1.9)	(3.3)	(3.3)	(3.7)	(2.2)	(3.5)	(2.7)	(3.4)	(3.6)	(2.3)	(4.2)	(5.5)
Number of respondents	490	136	216	110	393	96	158	180	152	270	129	83
Of students in schools providing life skills programs, percentage that provided it:												
Routinely to all students	54.7	42.3	60.6	76.0	56.1	49.0	56.9	53.7	52.2	54.4	50.2	67.5
	(3.3)	(6.1)	(5.0)	(5.8)	(3.7)	(7.5)	(5.5)	(5.3)	(6.4)	(4.3)	(6.7)	(8.3)
Routinely only to special education students	25.9	25.3	21.9	14.5	25.3	28.7	23.1	28.5	27.0	24.7	28.9	22.3
	(2.9)	(5.4)	(4.3)	(4.8)	(3.2)	(6.7)	(4.7)	(4.8)	(5.7)	(3.7)	(6.1)	(7.4)
Routinely only to those with some disabilities	14.5	27.0	11.9	6.0	14.0	16.6	16.1	13.2	13.6	16.3	12.7	9.7
	(2.3)	(5.5)	(3.3)	(3.2)	(2.6)	(5.6)	(4.1)	(3.6)	(4.4)	(3.2)	(4.5)	(5.2)
Occasionally to special education students	4.8	5.4	5.7	3.5	4.6	5.7	3.9	4.6	7.2	4.5	8.2	0.6
	(1.4)	(2.8)	(2.4)	(2.5)	(1.6)	(3.5)	(2.1)	(2.2)	(3.3)	(1.8)	(3.7)	(1.3)
Rarely or never to special education students	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Number of respondents	433	126	181	99	343	89	145	159	129	248	111	68
Of students in schools providing life skills programs, percentage providing it in:*												
Grades 7 or 8	30.7	25.5	40.6	17.7	34.1	17.6	38.4	22.9	25.5	30.2	32.6	29.1
	(4.2)	(7.2)	(7.2)	(7.3)	(4.9)	(7.6)	(6.9)	(6.5)	(7.5)	(5.4)	(8.2)	(11.4)
Grades 9 or 10	77.9	75.8	82.4	84.7	77.9	77.7	79.3	76.9	77.0	77.9	79.0	72.4
	(3.1)	(5.8)	(4.4)	(5.4)	(3.5)	(6.6)	(5.0)	(5.0)	(5.7)	(4.0)	(5.9)	(8.6)
Grades 11 or 12	74.2	73.8	78.1	79.0	74.2	74.1	74.8	74.3	73.1	74.0	74.2	72.0
	(3.1)	(5.8)	(4.6)	(6.0)	(3.5)	(6.9)	(5.4)	(5.0)	(5.8)	(4.1)	(6.2)	(8.3)
Ungraded classes	62.1	40.0	64.5	81.1	63.5	56.1	50.0	70.7	70.6	59.5	64.2	66.1
	(4.7)	(8.9)	(7.4)	(7.8)	(5.3)	(10.5)	(8.2)	(7.3)	(8.1)	(6.2)	(9.0)	(12.5)
Number of respondents	208	59	84	46	162	45	67	73	68	114	58	33

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 26B: LIFE SKILLS PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH EMOTIONAL DISTURBANCES

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools that provided life skills programs to secondary special education students	84.7	91.4	90.3	91.1	90.1	79.2	92.5	84.3	90.6
	(5.6)	(3.5)	(3.0)	(4.6)	(2.4)	(11.9)	(3.3)	(4.7)	(3.5)
Number of respondents	76	115	176	77	305	23	127	120	135
Of students in schools providing life skills programs, percentage that provided it:									
Routinely to all students	53.6	56.8	51.6	52.8	55.1	48.6	60.7	56.3	46.1
	(8.2)	(6.5)	(5.4)	(8.4)	(4.2)	(16.5)	(6.3)	(6.8)	(6.3)
Routinely only to special education students	27.2	29.2	23.5	22.0	26.5	33.8	24.2	21.1	30.7
	(7.4)	(5.9)	(4.6)	(7.0)	(3.7)	(15.7)	(5.5)	(5.6)	(5.9)
Routinely only to those with some disabilities	14.5	8.2	19.9	11.8	15.5	17.5	11.2	17.2	17.0
	(5.8)	(3.6)	(4.3)	(5.4)	(3.1)	(12.6)	(4.0)	(5.2)	(4.8)
Occasionally to special education students	4.7	5.8	5.0	13.4	2.9	0.0	3.9	5.3	6.1
	(3.5)	(3.0)	(2.4)	(5.7)	(1.4)	(0.0)	(2.5)	(3.1)	(3.1)
Rarely or never to special education students	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Number of respondents	65	104	153	70	269	18	117	100	119
Of students in schools providing life skills programs, percentage providing it in:*									
Grades 7 or 8	28.3	38.4	28.8	30.3	32.6	---	37.4	22.6	31.9
	(10.2)	(8.5)	(6.5)	(11.2)	(5.4)		(8.3)	(8.2)	(7.9)
Grades 9 or 10	78.4	78.6	72.6	75.0	78.9	---	81.6	77.2	73.0
	(7.6)	(5.8)	(5.4)	(8.2)	(3.8)		(5.4)	(6.7)	(6.1)
Grades 11 or 12	73.3	75.2	69.3	76.8	76.3	---	76.0	77.3	67.1
	(7.9)	(6.0)	(5.4)	(7.9)	(3.9)		(5.9)	(6.4)	(6.3)
Ungraded classes	40.6	64.4	65.2	68.0	60.2	---	55.0	63.6	60.7
	(13.0)	(9.1)	(7.3)	(13.0)	(6.1)		(9.5)	(10.2)	(8.7)
Number of respondents	26	49	78	26	129	14	54	44	62

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 26A: LIFE SKILLS PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH EMOTIONAL DISTURBANCES (Continued)

Service Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in schools with life skills programs for the mildly learning handicapped that included training in:*												
Self-care skills	45.3	56.1	38.6	38.5	46.5	40.4	47.4	46.3	40.0	45.5	44.2	42.3
	(3.5)	(6.5)	(5.3)	(6.7)	(4.0)	(7.6)	(5.8)	(5.7)	(6.5)	(4.5)	(7.1)	(9.1)
Functional skills (e.g., telling time)	87.8	90.1	85.9	85.0	88.0	87.0	88.8	85.7	89.5	87.3	89.2	86.1
	(2.3)	(3.9)	(3.8)	(4.9)	(2.6)	(5.2)	(3.6)	(4.0)	(4.1)	(3.0)	(4.4)	(6.3)
Home care skills (e.g., cooking)	86.1	85.5	80.3	94.4	86.9	83.1	86.6	84.4	88.1	85.9	84.0	88.9
	(2.4)	(4.6)	(4.3)	(3.2)	(2.7)	(5.8)	(3.9)	(4.1)	(4.3)	(3.1)	(5.2)	(5.7)
Planning/goal setting	99.3	100	98.1	100	99.4	99.0	99.4	99.4	99.1	99.3	99.0	100
	(0.6)	(0.0)	(1.5)	(0.0)	(0.6)	(1.5)	(0.9)	(0.9)	(1.3)	(0.8)	(1.4)	(0.0)
Social skills (e.g., conflict resolution, self expression)	97.7	98.2	98.1	98.6	97.7	97.9	96.2	98.6	99.1	96.8	99.0	100
	(1.0)	(1.7)	(1.5)	(1.6)	(1.2)	(2.2)	(2.2)	(1.4)	(1.3)	(1.6)	(1.4)	(0.0)
Use of community resources	92.2	98.1	85.9	93.1	92.5	90.9	89.8	94.2	93.1	90.9	93.3	95.4
	(1.9)	(1.8)	(3.8)	(3.5)	(2.1)	(4.5)	(3.5)	(2.7)	(3.4)	(2.6)	(3.5)	(3.9)
Number of respondents	399	115	167	97	314	84	134	145	120	224	101	68
Percentage in schools with life skills programs for the severely impaired that included training in:**												
Self-care skills	49.6	31.4	68.2	38.9	49.8	48.0	46.2	51.7	52.7	46.7	61.5	41.7
	(4.8)	(8.1)	(7.1)	(9.0)	(5.5)	(10.2)	(7.9)	(8.0)	(8.7)	(6.1)	(9.7)	(12.1)
Functional skills (e.g., telling time)	64.3	55.1	73.2	57.6	63.4	66.4	63.9	62.3	68.2	65.7	66.1	52.3
	(4.6)	(8.7)	(6.7)	(9.1)	(5.3)	(9.7)	(7.6)	(7.8)	(8.2)	(5.8)	(9.5)	(12.2)
Home care skills (e.g., cooking)	66.4	52.7	64.3	79.4	66.2	66.3	62.9	66.5	72.4	62.5	66.6	84.1
	(4.5)	(8.7)	(7.3)	(7.4)	(5.2)	(9.7)	(7.7)	(7.6)	(7.8)	(5.9)	(9.4)	(9.0)
Planning/goal setting	99.6	100	98.9	100	100	98.4	100	100	98.3	99.4	100	100
	(0.6)	(0.0)	(1.6)	(0.0)	(0.0)	(2.6)	(0.0)	(0.0)	(2.2)	(0.9)	(0.0)	(0.0)
Social skills (e.g., conflict resolution, self expression)	98.3	96.8	98.1	100	98.2	98.4	98.8	98.4	97.2	97.7	100	97.9
	(1.3)	(3.1)	(2.1)	(0.0)	(1.5)	(2.6)	(1.8)	(2.0)	(2.9)	(1.8)	(0.0)	(3.5)
Use of community resources	90.5	94.8	85.2	90.0	90.9	89.0	96.2	85.2	88.1	92.9	89.2	80.1
	(2.8)	(3.9)	(5.4)	(5.5)	(3.1)	(6.4)	(3.0)	(5.7)	(5.7)	(3.1)	(6.2)	(9.8)
Number of respondents	214	64	86	54	165	48	71	73	70	124	51	38

* See Appendix for percentage in schools with life skills programs that served mildly learning handicapped students.
** See Appendix for percentage in schools with life skills programs that served severely impaired students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 26B: LIFE SKILLS PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH EMOTIONAL DISTURBANCES (Continued)

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools with life skills programs for the mildly learning handicapped that included training in:*									
Self-care skills	45.9	41.9	42.2	45.1	45.7	23.6	52.8	43.5	31.3
	(8.7)	(6.9)	(5.6)	(8.9)	(4.5)	(14.9)	(6.8)	(7.2)	(6.3)
Functional skills (e.g., telling time)	83.6	89.4	88.8	90.8	88.6	73.4	91.8	85.7	85.2
	(6.5)	(4.3)	(3.6)	(5.2)	(2.9)	(15.5)	(3.7)	(5.1)	(4.8)
Home care skills (e.g., cooking)	92.8	86.0	84.6	90.3	86.5	61.1	90.3	84.5	83.1
	(4.5)	(4.8)	(4.1)	(5.3)	(3.1)	(17.1)	(4.0)	(5.3)	(5.1)
Planning/goal setting	100	99.0	99.2	100	99.2	100	99.4	100	98.9
	(0.0)	(1.4)	(1.0)	(0.0)	(0.8)	(0.0)	(1.1)	(0.0)	(1.4)
Social skills (e.g., conflict resolution, self expression)	98.7	96.0	97.1	95.2	98.0	100	98.1	97.3	96.4
	(2.0)	(2.7)	(1.9)	(3.8)	(1.3)	(0.0)	(1.8)	(2.4)	(2.5)
Use of community resources	96.1	86.2	89.7	94.7	90.4	100	94.7	89.8	87.3
	(3.4)	(4.8)	(3.5)	(4.0)	(2.7)	(0.0)	(3.0)	(4.4)	(4.5)
Number of respondents	60	91	140	63	245	16	106	94	107
Percentage in schools with life skills programs for the severely impaired that included training in:**									
Self-care skills	39.9	42.8	57.0	40.0	48.7	---	36.4	44.1	64.6
	(11.4)	(9.7)	(7.6)	(13.6)	(5.9)		(9.0)	(9.6)	(8.9)
Functional skills (e.g., telling time)	57.8	68.3	67.3	71.3	64.4	---	61.1	56.1	78.0
	(11.5)	(9.2)	(7.2)	(12.6)	(5.7)		(9.1)	(9.6)	(7.7)
Home care skills (e.g., cooking)	64.0	67.4	65.1	72.1	63.1	---	62.6	53.1	77.7
	(11.1)	(9.2)	(7.3)	(12.5)	(5.7)		(9.0)	(9.7)	(7.7)
Planning/goal setting	100	100	98.5	100	99.4	---	98.7	100	100
	(0.0)	(0.0)	(1.8)	(0.0)	(0.9)		(2.1)	(0.0)	(0.0)
Social skills (e.g., conflict resolution, self expression)	97.8	100	96.5	92.6	99.0	---	98.7	96.8	97.5
	(3.4)	(0.0)	(2.8)	(7.3)	(1.2)		(2.1)	(3.4)	(2.9)
Use of community resources	93.6	88.7	90.5	94.4	91.0	---	94.9	83.4	91.7
	(5.7)	(6.2)	(4.5)	(6.4)	(3.4)		(4.1)	(7.2)	(5.1)
Number of respondents	34	46	77	26	141	9	56	53	57

* See Appendix for percentage in schools with life skills programs that served mildly learning handicapped students.
** See Appendix for percentage in schools with life skills programs that served severely impaired students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 26A: LIFE SKILLS PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH EMOTIONAL DISTURBANCES (Concluded)

Service Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in schools with life skills programs for the sensorily and physically impaired that included training in:*												
Self-care skills	81.8	84.9	78.4	80.4	85.5	66.9	79.3	84.9	81.4	79.0	84.7	88.6
	(4.2)	(6.7)	(7.9)	(8.0)	(4.3)	(11.0)	(7.3)	(6.5)	(7.6)	(5.5)	(8.6)	(9.3)
Functional skills (e.g., telling time)	82.1	91.9	78.9	76.2	82.3	80.7	72.4	86.2	92.4	84.6	74.5	75.0
	(4.2)	(5.1)	(7.8)	(8.6)	(4.7)	(9.2)	(8.1)	(6.3)	(5.2)	(4.9)	(10.4)	(12.6)
Home care skills (e.g., cooking)	77.3	89.5	83.5	58.1	77.2	77.0	69.3	83.4	81.8	78.3	66.9	81.4
	(4.6)	(5.7)	(7.1)	(9.9)	(5.2)	(9.8)	(8.3)	(6.8)	(7.5)	(5.5)	(11.2)	(11.3)
Planning/goal setting	87.6	91.2	89.2	87.1	86.7	90.9	83.5	86.6	96.2	89.0	76.5	93.7
	(3.6)	(5.3)	(6.0)	(6.8)	(4.2)	(6.7)	(6.7)	(6.2)	(3.7)	(4.2)	(10.1)	(7.1)
Social skills (e.g., conflict resolution, self expression)	89.9	90.7	89.2	95.7	89.2	95.4	87.0	88.0	97.6	90.4	84.8	92.1
	(3.3)	(5.4)	(6.0)	(4.1)	(3.8)	(4.9)	(6.1)	(5.9)	(3.0)	(4.0)	(8.5)	(7.8)
Use of community resources	85.6	97.3	84.7	76.6	85.7	88.1	82.0	87.0	89.8	86.9	81.1	87.5
	(3.8)	(3.1)	(6.9)	(8.5)	(4.3)	(7.6)	(6.9)	(6.1)	(5.9)	(4.5)	(9.3)	(9.6)
Number of respondents	168	56	54	45	130	37	55	57	56	101	36	27

* See Appendix for percentage in schools with life skills programs that served sensorily or physically impaired students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 26B: LIFE SKILLS PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH EMOTIONAL DISTURBANCES (Concluded)

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools with life skills programs for the sensorily and physically impaired that included training in:*									
Self-care skills	93.5	57.9	81.9	79.7	80.2	---	78.8	79.2	75.9
	(6.7)	(10.4)	(6.7)	(13.1)	(5.3)		(9.1)	(9.5)	(8.2)
Functional skills (e.g., telling time)	85.6	75.6	81.4	78.2	82.4	---	82.2	81.5	84.0
	(9.5)	(9.1)	(6.7)	(13.4)	(5.1)		(8.6)	(9.1)	(7.0)
Home care skills (e.g., cooking)	71.6	66.3	83.1	71.1	75.6	---	71.4	75.7	79.4
	(12.2)	(10.0)	(6.5)	(14.8)	(5.8)		(10.1)	(10.1)	(7.8)
Planning/goal setting	81.9	84.2	91.2	69.1	88.7	---	88.5	84.2	89.6
	(10.4)	(7.7)	(4.9)	(15.0)	(4.2)		(7.1)	(8.6)	(5.9)
Social skills (e.g., conflict resolution, self expression)	86.0	87.6	91.2	61.1	93.9	---	91.8	92.4	86.9
	(9.4)	(6.9)	(4.9)	(15.9)	(3.2)		(6.1)	(6.2)	(6.5)
Use of community resources	81.8	72.2	93.7	79.3	83.5	---	84.3	85.1	84.6
	(10.4)	(9.4)	(4.2)	(13.2)	(5.0)		(8.1)	(8.4)	(6.9)
Number of respondents	25	40	61	19	111	9	39	36	53

* See Appendix for percentage in schools with life skills programs that served sensorily or physically impaired students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 27A: SERVICES AVAILABLE IN COMMUNITIES IN WHICH STUDENTS WITH EMOTIONAL DISTURBANCES ATTENDED SECONDARY SCHOOL

Service Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage who attended secondary school in communities with educational resources that included:												
Special secondary schools for students with disabilities	76.3	88.8	77.0	52.6	74.9	82.4	74.4	77.0	78.9	74.9	80.7	76.9
	(2.7)	(3.7)	(4.1)	(6.5)	(3.1)	(5.3)	(4.6)	(4.3)	(4.9)	(3.6)	(4.9)	(7.1)
Alternative/continuation schools	70.6	91.8	64.4	42.3	68.6	78.7	69.9	70.2	73.0	70.3	75.3	65.5
	(2.9)	(3.2)	(4.7)	(6.6)	(3.4)	(5.8)	(4.9)	(4.7)	(5.5)	(3.8)	(5.4)	(8.3)
Vocational secondary schools	79.7	86.4	80.5	65.0	78.1	85.0	79.1	79.9	80.2	81.0	80.6	75.3
	(2.5)	(3.9)	(3.8)	(6.2)	(2.9)	(4.9)	(4.3)	(4.0)	(4.7)	(3.2)	(4.9)	(7.2)
Magnet secondary schools	26.9	45.6	18.2	7.3	24.0	37.9	23.3	32.0	24.4	29.1	26.2	19.1
	(2.9)	(5.8)	(3.9)	(3.6)	(3.2)	(7.2)	(4.6)	(4.9)	(5.4)	(3.9)	(5.7)	(6.9)
Postsecondary schools with programs for students with disabilities	79.9	90.3	81.1	60.9	78.1	86.0	79.3	78.8	82.7	79.1	82.7	83.2
	(2.7)	(3.8)	(4.0)	(6.6)	(3.1)	(5.1)	(4.5)	(4.5)	(4.7)	(3.5)	(4.9)	(6.9)
Number of respondents	439	122	189	94	344	92	147	155	136	244	120	68
Percentage who attended secondary school in communities with adult services that included:												
Work facilities for adults with disabilities (e.g., sheltered workshops)	90.5	99.1	89.9	79.1	89.3	94.7	90.0	90.8	90.7	89.5	93.4	90.4
	(1.9)	(1.1)	(2.9)	(5.3)	(2.2)	(3.1)	(3.2)	(2.9)	(3.5)	(2.5)	(3.2)	(5.0)
Group homes for adults with disabilities	82.3	97.0	74.7	68.2	80.8	87.5	82.8	82.5	81.0	80.9	83.7	86.7
	(2.5)	(2.0)	(4.4)	(6.4)	(2.9)	(4.7)	(4.1)	(4.0)	(4.9)	(3.3)	(4.8)	(5.9)
Public job training programs (e.g., JTPA)	91.0	97.6	94.0	77.4	89.4	97.0	88.9	91.3	94.8	89.9	96.0	86.0
	(1.9)	(1.8)	(2.4)	(5.6)	(2.3)	(2.5)	(3.4)	(2.9)	(2.8)	(2.6)	(2.5)	(6.0)
Centers for independent living	70.0	90.9	65.8	39.0	68.8	74.0	72.1	69.1	67.5	70.8	68.2	72.1
	(3.2)	(3.6)	(5.0)	(7.3)	(3.7)	(6.6)	(5.1)	(5.2)	(6.3)	(4.1)	(6.4)	(8.5)
Advocacy groups for people with disabilities	90.8	98.7	91.8	73.1	90.1	93.2	88.9	92.1	92.3	89.8	92.6	96.4
	(1.9)	(1.3)	(2.7)	(6.5)	(2.2)	(3.6)	(3.4)	(2.8)	(3.4)	(2.5)	(3.4)	(3.4)
Support or social groups for people with disabilities	84.2	97.9	84.8	58.4	82.8	89.3	84.7	85.8	80.5	84.2	86.7	80.2
	(2.4)	(1.7)	(3.6)	(7.2)	(2.8)	(4.4)	(3.9)	(3.8)	(5.0)	(3.1)	(4.4)	(7.2)
Accommodations on public transportation for people with disabilities	81.4	83.5	88.1	66.1	79.4	88.0	78.9	85.1	79.7	80.4	85.7	77.4
	(2.6)	(4.5)	(3.3)	(6.4)	(3.0)	(4.6)	(4.4)	(3.8)	(5.0)	(3.4)	(4.5)	(7.4)
Number of respondents	406	122	177	82	316	89	136	150	120	225	109	84

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 27B: SERVICES AVAILABLE IN COMMUNITIES IN WHICH STUDENTS WITH EMOTIONAL DISTURBANCES ATTENDED SECONDARY SCHOOL

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage who attended secondary school in communities with educational resources that included:									
Special secondary schools for students with disabilities	76.5	75.0	83.1	93.4	74.9	79.4	77.9	78.5	78.8
	(6.4)	(5.6)	(3.8)	(4.1)	(3.5)	(12.1)	(5.1)	(5.3)	(5.0)
Alternative/continuation schools	75.6	68.4	70.5	82.4	66.0	87.8	75.8	67.3	72.5
	(6.6)	(6.0)	(4.7)	(6.2)	(3.9)	(9.6)	(5.3)	(6.0)	(5.5)
Vocational secondary schools	84.7	76.1	81.7	85.8	81.0	64.1	90.1	73.3	76.3
	(5.4)	(5.4)	(3.9)	(5.6)	(3.1)	(14.4)	(3.6)	(5.6)	(5.2)
Magnet secondary schools	30.8	31.6	24.9	48.5	18.9	67.0	27.6	28.2	34.0
	(7.4)	(6.2)	(4.6)	(8.1)	(3.3)	(14.4)	(5.7)	(6.0)	(6.1)
Postsecondary schools with programs for students with disabilities	88.0	78.5	80.6	94.3	78.4	73.5	83.6	77.8	85.2
	(5.2)	(5.6)	(4.2)	(4.1)	(3.5)	(13.9)	(4.8)	(5.6)	(4.5)
Number of respondents	72	97	164	63	276	20	115	110	118
Percentage who attended secondary school in communities with adult services that included:									
Work facilities for adults with disabilities (e.g., sheltered workshops)	88.2	94.3	87.7	92.2	89.1	96.2	89.4	91.9	91.3
	(4.8)	(2.9)	(3.3)	(4.4)	(2.5)	(5.9)	(3.8)	(3.5)	(3.4)
Group homes for adults with disabilities	84.1	83.3	78.0	87.4	78.9	93.9	83.9	85.5	75.9
	(5.6)	(5.0)	(4.3)	(5.6)	(3.3)	(7.3)	(4.6)	(4.6)	(5.3)
Public job training programs (e.g., JTPA)	91.5	87.1	91.2	93.9	89.4	95.5	89.7	91.5	91.8
	(4.3)	(4.5)	(2.9)	(3.9)	(2.6)	(6.9)	(3.8)	(3.7)	(3.5)
Centers for independent living	76.5	73.1	69.7	88.3	67.4	83.1	75.5	73.3	70.0
	(6.9)	(6.4)	(5.1)	(5.9)	(4.1)	(12.8)	(5.9)	(6.0)	(6.2)
Advocacy groups for people with disabilities	88.0	93.8	90.4	97.2	89.1	90.3	90.6	94.2	87.6
	(4.9)	(3.2)	(3.0)	(2.7)	(2.6)	(8.9)	(3.6)	(3.1)	(4.1)
Support or social groups for people with disabilities	80.8	87.3	84.1	93.1	81.6	84.8	86.4	84.9	82.2
	(6.2)	(4.5)	(3.8)	(4.1)	(3.3)	(11.6)	(4.3)	(4.8)	(4.8)
Accommodations on public transportation for people with disabilities	79.2	85.8	84.0	92.8	80.0	85.3	82.6	80.9	86.6
	(6.3)	(4.7)	(3.9)	(4.4)	(3.4)	(11.1)	(4.8)	(5.3)	(4.3)
Number of respondents	70	86	150	60	261	17	104	108	107

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 28A: OVERVIEW OF SERVICES RECEIVED BY YOUTH WITH EMOTIONAL DISTURBANCES

Service Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage ever received:												
Job training	58.0	59.1	63.5	59.8	58.7	55.2	54.8	53.5	70.3	60.1	66.3	43.1
	(2.5)	(4.8)	(4.3)	(5.4)	(2.8)	(5.3)	(4.4)	(4.1)	(4.1)	(3.4)	(5.0)	(5.5)
Speech/language therapy	24.4	30.0	22.4	19.7	24.9	22.4	25.5	20.9	28.4	26.6	22.6	21.6
	(2.2)	(4.5)	(3.7)	(4.4)	(2.5)	(4.5)	(3.8)	(3.4)	(4.1)	(3.0)	(4.4)	(4.6)
Personal counseling/ therapy	70.1	68.1	70.1	69.7	69.7	72.0	68.4	74.0	66.5	70.8	69.5	71.0
	(2.3)	(4.5)	(4.1)	(5.0)	(2.7)	(4.8)	(4.1)	(3.6)	(4.3)	(3.1)	(4.8)	(5.1)
Occupational therapy/ life skills training	27.1	24.8	25.9	31.7	24.0	37.2	28.8	24.6	28.4	28.3	29.3	20.7
	(2.3)	(4.2)	(3.9)	(5.1)	(2.5)	(5.2)	(4.0)	(3.6)	(4.1)	(3.1)	(4.8)	(4.5)
A tutor, reader, or interpreter	32.8	37.2	30.9	31.9	31.6	36.9	31.4	32.6	35.3	36.1	35.1	21.9
	(2.4)	(4.7)	(4.1)	(5.1)	(2.7)	(5.2)	(4.1)	(3.9)	(4.3)	(3.3)	(5.0)	(4.6)
Physical therapy/mobility training	3.4	5.1	1.8	4.7	2.8	5.4	2.4	3.6	4.8	3.8	4.6	0.5
	(0.9)	(2.1)	(1.2)	(2.3)	(1.0)	(2.4)	(1.4)	(1.5)	(1.9)	(1.3)	(2.2)	(0.8)
Help with transportation because of disability	9.9	12.2	9.8	6.7	9.5	11.5	9.7	6.0	16.8	10.0	10.5	8.9
	(1.5)	(3.2)	(2.6)	(2.8)	(1.7)	(3.4)	(2.6)	(2.0)	(3.4)	(2.1)	(3.2)	(3.2)
Number of respondents	760	205	252	151	586	172	228	269	261	385	183	180

Source: Parent interviews and students' school records.

Table 28B: OVERVIEW OF SERVICES RECEIVED BY YOUTH WITH EMOTIONAL DISTURBANCES

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage ever received:									
Job training	62.0	52.7	67.4	56.3	60.6	54.5	52.5	63.9	64.7
	(5.6)	(5.1)	(4.0)	(5.9)	(3.2)	(12.6)	(4.8)	(5.0)	(4.8)
Speech/language therapy	27.1	30.8	25.5	28.0	28.0	24.7	24.3	30.1	29.4
	(5.2)	(4.7)	(3.7)	(5.4)	(2.9)	(11.1)	(4.2)	(4.7)	(4.6)
Personal counseling/ therapy	72.0	75.4	75.4	64.6	77.6	65.1	69.7	74.0	79.9
	(5.2)	(4.4)	(3.6)	(5.7)	(2.7)	(12.2)	(4.5)	(4.5)	(4.0)
Occupational therapy/ life skills training	25.0	27.4	34.1	23.1	32.2	10.5	25.5	25.9	33.9
	(5.0)	(4.6)	(4.0)	(5.1)	(3.1)	(7.7)	(4.2)	(4.5)	(4.7)
A tutor, reader, or interpreter	40.9	39.4	38.1	39.0	38.1	30.9	37.5	37.3	40.7
	(5.7)	(5.0)	(4.1)	(5.9)	(3.2)	(11.7)	(4.7)	(5.0)	(4.9)
Physical therapy/mobility training	4.3	3.8	2.6	4.7	3.7	0.0	2.8	3.9	4.1
	(2.3)	(2.0)	(1.3)	(2.5)	(1.2)	(0.0)	(1.6)	(2.0)	(2.0)
Help with transportation because of disability	11.1	6.8	10.9	10.4	10.3	0.0	9.1	9.1	8.0
	(3.6)	(2.6)	(2.6)	(3.7)	(2.0)	(0.0)	(2.8)	(3.0)	(2.7)
Number of respondents	135	169	254	138	460	30	207	185	194

Source: Parent interviews and students' school records.

Table 28A: OVERVIEW OF SERVICES RECEIVED BY YOUTH WITH EMOTIONAL DISTURBANCES (Continued)

Service Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage received in past year:												
Job training	45.8	49.2	50.5	47.3	47.4	41.1	49.5	42.7	44.9	54.4	55.8	11.1
	(2.5)	(4.8)	(4.4)	(5.5)	(2.9)	(5.3)	(4.4)	(4.1)	(4.5)	(3.4)	(5.2)	(3.5)
Speech/language therapy	7.0	10.4	5.2	1.7	6.2	9.2	7.2	6.0	8.0	8.3	7.1	3.1
	(1.3)	(3.0)	(2.0)	(1.4)	(1.4)	(3.1)	(2.3)	(2.0)	(2.4)	(1.9)	(2.7)	(1.9)
Personal counseling/ therapy	41.5	39.5	41.0	36.8	40.2	45.9	43.7	43.4	34.9	47.9	47.7	17.2
	(2.5)	(4.8)	(4.4)	(5.3)	(2.8)	(5.4)	(4.4)	(4.1)	(4.3)	(3.4)	(5.3)	(4.2)
Occupational therapy/ life skills training	17.2	14.9	17.0	19.6	15.1	24.1	20.7	14.6	15.8	21.8	17.2	4.6
	(1.9)	(3.5)	(3.3)	(4.4)	(2.1)	(4.6)	(3.6)	(2.9)	(3.3)	(2.8)	(4.0)	(2.3)
A tutor, reader, or interpreter	12.1	16.3	10.8	10.7	11.7	13.3	11.8	12.1	12.5	16.0	11.1	1.6
	(1.7)	(3.6)	(2.7)	(3.4)	(1.9)	(3.7)	(2.9)	(2.7)	(3.0)	(2.5)	(3.3)	(1.4)
Physical therapy/mobility training	2.0	2.8	0.4	3.9	1.8	2.7	2.4	1.5	2.2	2.2	3.1	0.1
	(0.7)	(1.6)	(0.6)	(2.1)	(0.8)	(1.7)	(1.4)	(1.0)	(1.3)	(1.0)	(1.8)	(0.4)
Help with transportation because of disability	56.1	60.1	63.5	58.0	56.3	55 9	68.0	51.6	45.0	69.3	65.0	7.8
	(2.5)	(4.8)	(4.3)	(5.4)	(2.9)	(5.4)	(4.1)	(4.2)	(4.5)	(3.2)	(5.0)	(3.0)
Number of respondents	758	205	252	150	584	172	228	267	261	384	182	180

Source: Parent interviews and students' school records.

Table 28B: OVERVIEW OF SERVICES RECEIVED BY YOUTH WITH EMOTIONAL DISTURBANCES (Continued)

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage received in past year:									
Job training	47.7	44.2	54.7	40.1	51.1	52.5	41.1	52.5	53.6
	(5.8)	(5.1)	(4.2)	(5.9)	(3.3)	(12.6)	(4.8)	(5.2)	(5.0)
Speech/language therapy	8.3	6.5	7.3	14.2	5.7	6.7	6.3	8.0	6.7
	(3.2)	(2.5)	(2.2)	(4.2)	(1.5)	(6.4)	(2.4)	(2.8)	(2.5)
Personal counseling/ therapy	41.5	44.5	42.2	34.4	47.7	40.9	41.5	40.9	46.3
	(5.7)	(5.1)	(4.2)	(5.7)	(3.3)	(12.6)	(4.8)	(5.1)	(5.0)
Occupational therapy/ life skills training	12.7	21.1	23.2	11.2	23.7	2.8	17.5	16.3	23.0
	(3.9)	(4.2)	(3.6)	(3.8)	(2.8)	(4.1)	(3.7)	(3.8)	(4.2)
A tutor, reader, or interpreter	14.0	16.0	12.9	11.7	14.7	12.7	13.3	8.7	20.8
	(4.0)	(3.8)	(2.8)	(3.9)	(2.3)	(8.4)	(3.3)	(2.9)	(4.1)
Physical therapy/mobility training	1.5	3.8	0.5	1.3	2.4	0.0	1.9	1.9	1.7
	(1.4)	(2.0)	(0.6)	(1.4)	(1.0)	(0.0)	(1.3)	(1.4)	(1.3)
Help with transportation because of disability	52.8	53.0	61.7	47.1	57.0	59.2	50.8	59.9	56.2
	(5.8)	(5.1)	(4.1)	(6.0)	(3.3)	(12.4)	(4.8)	(5.1)	(5.0)
Number of respondents	134	169	253	136	460	30	206	185	194

Source: Parent interviews and students' school records.

Table 28A: OVERVIEW OF SERVICES RECEIVED BY YOUTH WITH EMOTIONAL DISTURBANCES (Concluded)

Service Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Average number:												
Services ever received	2.2	2.3	2.2	2.2	2.2	2.4	2.2	2.1	2.5	2.3	2.4	1.8
	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)
Services received in past year	1.8	1.9	1.9	1.8	1.8	1.9	2.0	1.7	1.6	2.2	2.1	0.4
	(0.1)	(0.1)	(0.1)	(0.2)	(0.1)	(0.2)	(0.1)	(0.1)	(0.1)	(0.1)	(0.2)	(0.1)
Number of respondents	772	209	256	153	595	175	230	276	266	387	186	188
Of those in secondary school in the past year, percentage receiving that year from their school:*												
Job training	49.9	48.7	53.7	54.3	51.6	44.4	47.1	47.1	63.3	50.2	52.7	---
	(2.9)	(5.3)	(4.9)	(6.2)	(3.3)	(6.2)	(4.5)	(4.6)	(6.0)	(3.4)	(5.2)	
Speech/language therapy	7.8	11.2	5.3	2.0	7.0	10.7	7.1	6.8	12.0	8.3	7.1	---
	(1.6)	(3.4)	(2.2)	(1.7)	(1.7)	(3.8)	(2.3)	(2.3)	(4.0)	(1.9)	(2.7)	
Personal counseling/ therapy	37.5	30.3	38.5	35.1	36.7	40.4	35.3	42.4	32.3	37.5	40.4	---
	(2.8)	(4.9)	(4.8)	(5.9)	(3.2)	(6.1)	(4.3)	(4.5)	(5.9)	(3.3)	(5.2)	
Occupational therapy/ life skills training	19.0	14.5	18.4	23.4	16.1	28.8	20.1	16.2	22.4	20.7	15.6	---
	(2.3)	(3.8)	(3.8)	(5.2)	(2.4)	(5.6)	(3.6)	(3.4)	(5.2)	(2.8)	(3.8)	
A tutor, reader, or interpreter	11.3	16.2	8.9	10.5	10.4	14.6	10.9	11.1	13.0	12.4	9.3	---
	(1.9)	(4.0)	(2.8)	(3.8)	(2.0)	(4.4)	(2.8)	(2.9)	(4.2)	(2.3)	(3.1)	
Physical therapy/mobility training	2.2	2.6	0.4	4.7	1.8	3.4	2.6	1.2	3.5	2.2	2.2	---
	(0.9)	(1.7)	(0.6)	(2.6)	(0.9)	(2.2)	(1.4)	(1.0)	(2.3)	(1.0)	(1.5)	
Help with transportation because of disability	7.7	8.0	8.2	6.5	7.3	9.0	8.6	4.3	12.8	7.8	7.8	---
	(1.6)	(2.9)	(2.7)	(3.0)	(1.7)	(3.6)	(2.5)	(1.8)	(4.2)	(1.8)	(2.8)	
Number of respondents	578	170	202	119	448	130	218	222	137	384	182	0
Of those in secondary school in the past year, average number of services received that year from school*	1.3	1.3	1.3	1.4	1.3	1.5	1.3	1.3	1.6	1.4	1.3	---
	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.2)	(0.1)	(0.1)	(0.2)	(0.1)	(0.1)	
Number of respondents	584	173	205	120	453	131	219	226	139	387	186	0

* See Appendix for percentage of youth that were in secondary school or out of secondary school.

Source: Parent interviews and students' school records.

Table 28B: OVERVIEW OF SERVICES RECEIVED BY YOUTH WITH EMOTIONAL DISTURBANCES (Concluded)

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Average number:									
Services ever received	2.4	2.4	2.5	2.2	2.5	1.8	2.2	2.4	2.6
	(0.2)	(0.1)	(0.1)	(0.2)	(0.1)	(0.3)	(0.1)	(0.1)	(0.1)
Services received in past year	1.8	1.9	2.0	1.6	2.0	1.7	1.7	1.9	2.1
	(0.2)	(0.2)	(0.1)	(0.2)	(0.1)	(0.4)	(0.1)	(0.1)	(0.2)
Number of respondents	137	171	256	141	464	31	209	186	196
Of those in secondary school in the past year, percentage receiving that year from their school:*									
Job training	49.0	48.3	58.0	41.1	52.7	60.1	43.6	55.5	55.2
	(6.6)	(5.8)	(4.6)	(7.0)	(3.7)	(14.3)	(5.4)	(5.8)	(5.5)
Speech/language therapy	10.1	7.5	8.4	16.1	6.3	7.9	7.5	9.3	7.8
	(4.0)	(3.1)	(2.6)	(5.3)	(1.8)	(7.9)	(2.9)	(3.4)	(3.0)
Personal counseling/ therapy	34.4	37.3	36.6	31.9	38.8	39.0	37.9	35.6	32.8
	(6.3)	(5.6)	(4.5)	(6.7)	(3.6)	(14.3)	(5.3)	(5.5)	(5.2)
Occupational therapy/ life skills training	13.2	23.3	24.9	10.9	25.2	3.3	18.9	18.1	24.6
	(4.4)	(4.9)	(4.0)	(4.5)	(3.2)	(5.3)	(4.3)	(4.5)	(4.8)
A tutor, reader, or interpreter	12.6	17.2	7.9	12.5	12.3	13.7	13.0	8.9	15.1
	(4.4)	(4.4)	(2.5)	(4.8)	(2.4)	(10.1)	(3.7)	(3.3)	(4.0)
Physical therapy/mobility training	1.8	3.5	0.4	1.7	2.4	0.0	1.6	2.2	1.9
	(1.8)	(2.1)	(0.6)	(1.8)	(1.1)	(0.0)	(1.4)	(1.7)	(1.5)
Help with transportation because of disability	9.5	3.5	8.7	8.5	7.6	0.0	8.0	7.4	3.5
	(3.8)	(2.1)	(2.6)	(4.0)	(1.9)	(0.0)	(3.0)	(3.0)	(2.0)
Number of respondents	104	132	207	97	369	23	161	148	158
Of those in secondary school in the past year, average number of services received that year from school*	1.3	1.4	1.4	1.2	1.4	1.2	1.3	1.4	1.4
	(0.2)	(0.1)	(0.1)	(0.2)	(0.1)	(0.3)	(0.1)	(0.1)	(0.1)
Number of respondents	106	133	209	99	371	23	163	149	159

* See Appendix for percentage of youth that were in secondary school or out of secondary school.

Source: Parent interviews and students' school records.

Table 29A: VOCATIONAL SERVICES* RECEIVED BY YOUTH WITH EMOTIONAL DISTURBANCES

Service Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage received vocational services:												
Never	67.7	70.1	65.6	66.9	66.0	72.9	77.0	68.0	51.8	70.4	57.3	70.8
	(2.7)	(4.8)	(4.6)	(6.1)	(3.1)	(5.4)	(4.1)	(4.4)	(5.2)	(3.4)	(5.9)	(6.3)
For less than 6 months	10.1	13.9	8.3	8.9	11.1	7.0	11.0	9.5	9.4	11.0	9.1	7.7
	(1.7)	(3.6)	(2.7)	(3.7)	(2.0)	(3.1)	(3.1)	(2.8)	(3.0)	(2.3)	(3.4)	(3.7)
6 to 12 months	11.0	8.5	11.4	12.9	11.3	10.2	6.4	13.9	13.7	10.9	10.6	12.2
	(1.8)	(2.9)	(3.1)	(4.3)	(2.1)	(3.6)	(2.4)	(3.3)	(3.5)	(2.3)	(3.7)	(4.5)
13 to 24 months	7.2	5.0	9.7	7.9	7.9	4.9	2.9	6.2	15.7	3.9	17.4	6.2
	(1.5)	(2.3)	(2.9)	(3.5)	(1.8)	(2.6)	(1.7)	(2.3)	(3.8)	(1.4)	(4.5)	(3.3)
More than 24 months	4.1	2.6	5.0	3.4	3.8	5.1	2.6	2.5	9.3	3.8	5.6	3.2
	(1.1)	(1.7)	(2.1)	(2.3)	(1.2)	(2.6)	(1.6)	(1.5)	(3.0)	(1.4)	(2.7)	(2.4)
Number of respondents	612	175	217	113	472	140	187	217	208	335	147	130
Percentage received following hours of vocational services in the past year:												
None	53.5	53.2	50.1	45.0	52.1	58.5	55.0	56.5	45.4	50.3	47.5	71.8
	(2.6)	(5.0)	(4.6)	(5.6)	(3.0)	(5.6)	(4.5)	(4.3)	(4.8)	(3.5)	(5.4)	(5.5)
Fewer than 80 hours	6.0	8.7	3.7	5.7	5.2	8.6	7.5	6.8	1.7	7.1	5.8	1.6
	(1.3)	(2.8)	(1.7)	(2.6)	(1.3)	(3.2)	(2.4)	(2.2)	(1.3)	(1.8)	(2.5)	(1.5)
80 to 240 hours	24.7	23.5	25.7	35.6	26.3	19.6	30.5	21.0	21.2	29.2	22.1	13.1
	(2.3)	(4.2)	(4.0)	(5.4)	(2.7)	(4.5)	(4.2)	(3.5)	(4.0)	(3.2)	(4.5)	(4.1)
241 to 600 hours	14.6	13.4	18.9	12.5	15.0	12.7	7.0	15.7	25.8	12.4	23.0	11.3
	(1.9)	(3.4)	(3.6)	(3.7)	(2.1)	(3.8)	(2.3)	(3.1)	(4.2)	(2.3)	(4.6)	(3.8)
More than 600 hours	1.3	1.2	1.6	1.2	1.4	0.6	0.0	0.0	5.8	0.9	1.6	2.3
	(0.6)	(1.1)	(1.2)	(1.2)	(0.7)	(0.8)	(0.0)	(0.0)	(2.3)	(0.7)	(1.4)	(1.8)
Number of respondents	704	195	235	144	545	157	219	255	230	363	174	156
Average hours of vocational services provided recipients in past year	112	112	127	120	116	92.0	77.8	99.8	191	108	142	86.9
	(9.0)	(18.4)	(16.1)	(17.9)	(10.4)	(17.0)	(9.9)	(12.8)	(24.1)	(11.3)	(21.3)	(21.0)
Number of respondents	704	195	235	144	545	157	219	255	230	363	174	156

* Vocational services include vocational education, job skills training, prevocational skills training, career counseling, job placement, or other job-related services.

Source: Parent interviews and students' school records.

Table 29B: VOCATIONAL SERVICES* RECEIVED BY YOUTH WITH EMOTIONAL DISTURBANCES

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage received vocational services:									
Never	68.1	73.9	63.0	74.0	64.0	86.6	76.3	62.0	63.4
	(5.5)	(4.5)	(4.1)	(5.5)	(3.2)	(9.0)	(4.2)	(5.0)	(4.8)
For less than 6 months	9.3	8.8	9.2	9.9	10.6	7.6	6.9	11.8	11.3
	(3.4)	(2.9)	(2.5)	(3.7)	(2.1)	(7.0)	(2.5)	(3.4)	(3.2)
6 to 12 months	9.6	9.1	13.3	9.1	12.1	4.5	5.7	14.9	13.3
	(3.5)	(3.0)	(2.9)	(3.6)	(2.2)	(5.5)	(2.3)	(3.7)	(3.4)
13 to 24 months	8.1	5.4	9.8	3.6	8.5	1.3	8.8	5.8	5.6
	(3.2)	(2.3)	(2.5)	(2.3)	(1.9)	(3.0)	(2.8)	(2.4)	(2.3)
More than 24 months	4.8	2.8	4.7	3.3	4.8	0.0	2.2	5.5	6.4
	(2.5)	(1.7)	(1.8)	(2.2)	(1.4)	(0.0)	(1.4)	(2.4)	(2.5)
Number of respondents	133	169	253	129	447	28	204	183	194
Percentage received following hours of vocational services in the past year:									
None	54.9	55.9	47.0	61.7	52.4	47.3	58.8	50.8	50.1
	(6.1)	(5.3)	(4.5)	(6.1)	(3.5)	(13.0)	(4.9)	(5.5)	(5.3)
Fewer than 80 hours	5.8	6.9	7.5	6.7	5.5	9.9	7.6	5.6	5.6
	(2.8)	(2.7)	(2.4)	(3.1)	(1.6)	(7.8)	(2.7)	(2.5)	(2.4)
80 to 240 hours	24.0	22.2	26.6	21.6	24.4	28.2	20.4	26.4	25.4
	(5.2)	(4.4)	(4.0)	(5.2)	(3.0)	(11.7)	(4.0)	(4.9)	(4.6)
241 to 600 hours	14.1	14.9	18.2	9.1	17.0	14.6	12.8	16.8	18.3
	(4.2)	(3.8)	(3.5)	(3.6)	(2.6)	(9.2)	(3.3)	(4.1)	(4.1)
More than 600 hours	1.3	0.1	0.7	1.0	0.7	0.0	0.3	0.5	0.7
	(1.4)	(0.3)	(0.7)	(1.3)	(0.6)	(0.0)	(0.6)	(0.8)	(0.9)
Number of respondents	121	158	227	127	416	29	194	164	176
Average hours of vocational services provided recipients in past year	111	98.3	120	78.1	117	105	90.7	116	118
	(22.1)	(15.6)	(13.9)	(19.3)	(11.5)	(32.4)	(14.7)	(18.6)	(16.6)
Number of respondents	121	158	227	127	416	29	194	164	176

* Vocational services include vocational education, job skills training, prevocational skills training, career counseling, job placement, or other job-related services.

Source: Parent interviews and students' school records.

Table 29A: VOCATIONAL SERVICES* RECEIVED BY YOUTH WITH EMOTIONAL DISTURBANCES (Concluded)

Service Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage received in the past year:												
Testing/assessment	12.1	12.6	13.5	11.4	12.6	10.9	9.1	13.3	15.2	12.9	14.4	5.9
	(1.9)	(3.6)	(3.3)	(4.1)	(2.2)	(3.7)	(2.8)	(3.2)	(3.7)	(2.5)	(4.2)	(3.1)
Job skills training	15.5	14.6	13.3	20.2	16.4	12.7	11.9	16.3	20.1	15.7	20.5	8.0
	(2.1)	(3.7)	(3.3)	(5.1)	(2.4)	(4.0)	(3.2)	(3.4)	(4.1)	(2.7)	(4.8)	(3.6)
Basic skills training	10.0	10.9	8.5	11.4	10.7	7.8	7.7	9.7	14.1	10.8	11.1	5.1
	(1.7)	(3.3)	(2.7)	(4.1)	(2.0)	(3.2)	(2.6)	(2.8)	(3.5)	(2.3)	(3.7)	(2.9)
Career counseling	12.3	11.6	16.0	10.8	13.3	9.2	8.8	13.7	15.8	12.7	17.3	3.8
	(1.9)	(3.5)	(3.5)	(4.0)	(2.2)	(3.5)	(2.8)	(3.2)	(3.7)	(2.5)	(4.5)	(2.5)
Job placement services	9.9	9.6	11.1	12.9	10.6	7.9	9.2	10.0	11.2	10.8	12.2	3.5
	(1.7)	(3.1)	(3.0)	(4.3)	(2.0)	(3.2)	(2.8)	(2.8)	(3.2)	(2.3)	(3.9)	(2.4)
Number of respondents	600	168	212	110	460	139	183	210	206	327	143	130
Percentage received vocational services in the past year from:**												
Secondary school	78.2	74.0	82.4	89.7	80.0	70.4	80.6	79.2	72.9	80.1	77.6	63.6
	(3.4)	(7.1)	(5.1)	(5.1)	(3.6)	(9.1)	(5.9)	(5.5)	(6.3)	(4.3)	(6.7)	(10.4)
Special school	29.2	21.8	22.5	23.5	27.9	34.2	27.6	26.7	34.5	32.7	24.2	13.7
	(4.7)	(8.5)	(6.9)	(10.0)	(5.2)	(11.1)	(9.7)	(7.2)	(8.0)	(6.2)	(8.1)	(10.8)
Postsecondary school	0.7	0.7	1.3	0.0	0.4	1.8	0.7	0.5	1.1	0.7	0.9	0.5
	(0.5)	(0.9)	(1.1)	(0.0)	(0.4)	(1.6)	(0.8)	(0.6)	(1.1)	(0.6)	(1.1)	(1.0)
Family member/friend	11.5	5.8	4.9	21.0	11.6	11.4	26.6	0.0	11.5	11.6	13.9	2.7
	(3.6)	(5.1)	(3.8)	(10.4)	(4.0)	(8.4)	(10.1)	[0.0)	(5.8)	(4.6)	(7.1)	(5.3)
Employer/military	9.6	9.4	8.7	13.3	10.7	4.9	3.3	15.1	8.6	7.8	9.6	24.5
	(3.3)	(6.4)	(5.0)	(8.7)	(3.8)	(5.7)	[4.1)	[6.3)	(5.1)	(3.9)	(6.0)	(13.9)
Vocational Rehabilitation	30.9	23.0	35.2	25.9	30.9	27.3	8.1	33.6	46.6	20.6	47.0	47.2
	(4.6)	(8.3)	(7.7)	(9.7)	(5.2)	(10.4)	[6.1)	(7.7)	(7.7)	(5.5)	(9.1)	(12.9)
Government jobs program	5.4	4.4	2.1	11.3	6.7	0.0	8.3	3.0	5.7	7.4	2.3	0.0
	(2.5)	(4.5)	(2.5)	(8.1)	(3.1)	(0.0)	[6.3)	[3.0)	(4.2)	(3.8)	(3.0)	(0.0)
Hospital/institution	2.3	3.8	0.0	0.0	1.5	5.8	0.0	2.4	4.9	0.0	0.5	19.7
	(1.7)	(4.1)	(0.0)	(0.0)	(1.5)	(6.0)	[0.0)	[2.7)	(3.8)	(0.0)	(1.5)	(11.6)
Other sources	25.3	28.0	25.5	24.6	27.2	17.4	22.6	25.6	28.0	25.4	24.4	27.3
	(4.8)	[9.6)	(7.6)	(11.0)	(5.4)	(9.6)	[9.3)	(7.7)	(8.0)	(6.3)	(8.6)	(13.0)
Number of respondents	158	41	64	28	129	29	34	60	64	87	49	22

* Vocational services include vocational education, job skills training, prevocational skills training, career counseling, job placement, or other job-related services.
** Of those that received job training in the past year. See Table 28.

Source: Parent interviews.

Table 29B: VOCATIONAL SERVICES* RECEIVED BY YOUTH WITH EMOTIONAL DISTURBANCES (Concluded)

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage received in the past year:									
Testing/assessment	10.4	12.9	14.9	5.7	15.2	4.2	10.6	12.3	15.3
	(3.6)	(3.5)	(3.0)	(2.9)	(2.4)	(5.3)	(3.1)	(3.5)	(3.6)
Job skills training	17.0	14.2	15.3	6.2	19.1	13.6	13.7	16.0	17.2
	(4.4)	(3.6)	(3.1)	(3.0)	(2.6)	(8.9)	(3.4)	(3.8)	(3.8)
Basic skills training	8.1	8.0	13.8	2.9	13.0	4.2	7.6	9.4	14.0
	(3.2)	(2.8)	(2.9)	(2.1)	(2.2)	(5.3)	(2.6)	(3.0)	(3.5)
Career counseling	10.6	13.8	14.6	3.8	16.1	4.2	10.9	12.1	15.7
	(3.6)	(3.6)	(3.0)	(2.4)	(2.5)	(5.3)	(3.1)	(3.4)	(3.7)
Job placement services	10.0	8.1	12.7	3.4	13.1	0.0	8.0	11.8	11.6
	(3.5)	(2.8)	(2.8)	(2.3)	(2.3)	(0.0)	(2.6)	(3.4)	(3.2)
Number of respondents	129	164	248	127	435	29	199	180	189
Percentage received vocational services in the past year from:**									
Secondary school	74.3	76.1	81.7	75.4	73.3	---	75.6	83.5	74.2
	(8.0)	(7.4)	(4.7)	(9.8)	(4.4)		(7.1)	(5.9)	(6.4)
Special school	18.9	34.7	31.0	33.3	26.8	---	16.7	29.2	33.2
	(9.1)	(10.0)	(6.8)	(14.6)	(5.1)		(8.2)	(8.1)	(8.3)
Postsecondary school	0.1	0.0	1.5	0.0	1.0	---	0.1	1.5	0.0
	(0.3)	(0.0)	(1.0)	(0.0)	(0.7)		(0.3)	(1.3)	(0.0)
Family member/friend	12.8	3.7	13.5	0.0	10.8	---	4.7	11.5	14.0
	(8.1)	(4.3)	(5.3)	(0.0)	(3.8)		(4.8)	(6.1)	(6.5)
Employer/military	8.0	15.0	5.6	10.2	9.9	---	3.1	12.6	15.1
	(6.6)	(8.0)	(3.6)	(10.4)	(3.6)		(4.0)	(6.4)	(6.8)
Vocational Rehabilitation	24.2	24.1	21.0	19.5	26.1	---	30.9	21.6	16.3
	(9.7)	(9.3)	(6.0)	(12.3)	(5.1)		(9.3)	(7.6)	(6.7)
Government jobs program	9.4	4.9	1.5	5.3	5.7	---	4.3	4.6	6.6
	(7.1)	(4.9)	(1.9)	(7.7)	(2.8)		(4.6)	(4.0)	(4.7)
Hospital/institution	0.0	0.0	0.0	14.8	0.2	---	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(11.0)	(0.5)		(0.0)	(0.0)	(0.0)
Other sources	31.6	26.2	17.0	26.7	24.1	---	20.5	27.2	27.6
	(11.3)	(9.9)	(5.8)	(13.7)	(5.1)		(9.2)	(8.5)	(8.4)
Number of respondents	31	35	76	17	136	3	38	54	55

* Vocational services include vocational education, job skills training, prevocational skills training, career counseling, job placement, or other job-related services.

** Of those that received job training in the past year. See Table 28.

Source: Parent interviews.

Table 30A: PERSONAL COUNSELING/THERAPY RECEIVED BY YOUTH WITH EMOTIONAL DISTURBANCES

Service Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage received counseling/ therapy:												
Never	34.9	40.2	34.3	35.6	35.6	32.8	35.7	33.3	36.4	34.3	40.1	30.5
	(2.7)	(5.2)	(4.6)	(6.2)	(3.1)	(5.6)	(4.7)	(4.4)	(5.0)	(3.5)	(5.9)	(6.3)
For just a few days	4.8	3.1	4.2	9.0	5.2	3.4	4.8	5.5	3.5	5.6	2.9	3.9
	(1.2)	(1.8)	(1.9)	(3.7)	(1.5)	(2.2)	(2.1)	(2.1)	(1.9)	(1.7)	(2.0)	(2.6)
For a few weeks	2.4	2.9	2.7	2.0	3.1	0.0	2.3	3.3	0.8	2.3	2.6	2.1
	(0.9)	(1.8)	(1.5)	(1.8)	(1.1)	(0.0)	(1.5)	(1.7)	(0.9)	(1.1)	(1.9)	(2.0)
For a few months	13.1	12.6	12.6	13.9	11.6	17.7	14.3	13.0	11.3	13.9	7.2	17.6
	(1.9)	(3.5)	(3.2)	(4.5)	(2.1)	(4.6)	(3.5)	(3.1)	(3.3)	(2.6)	(3.1)	(5.2)
For about a year	12.8	8.8	16.6	17.2	12.8	12.8	12.6	14.3	10.7	12.5	12.9	14.2
	(1.9)	(3.0)	(3.6)	(4.9)	(2.2)	(4.0)	(3.3)	(3.3)	(3.2)	(2.5)	(4.0)	(4.8)
For several years or more	32.0	32.4	29.6	22.3	31.7	33.3	30.3	30.6	37.3	31.4	34.3	31.7
	(2.7)	(4.9)	(4.4)	(5.4)	(3.0)	(5.7)	(4.5)	(4.3)	(5.0)	(3.4)	(5.7)	(6.4)
Number of respondents	612	175	219	113	471	141	185	220	207	335	146	131
Percentage received following hours of counseling/therapy in the past year:												
None	75.0	78.4	76.5	79.8	75.5	73.5	71.9	77.3	76.5	70.8	81.1	84.8
	(2.6)	(4.6)	(4.2)	(5.5)	(3.0)	(5.6)	(4.7)	(4.2)	(4.6)	(3.6)	(4.9)	(5.3)
Less than 10 hours	3.2	2.2	4.3	4.5	3.1	3.5	3.8	3.4	1.9	3.9	1.9	2.1
	(1.1)	(1.6)	(2.0)	(2.8)	(1.2)	(2.3)	(2.0)	(1.8)	(1.5)	(1.5)	(1.7)	(2.1)
10 to 40 hours	8.9	3.3	8.1	8.6	8.4	10.4	10.5	9.1	6.0	10.3	8.6	2.9
	(1.7)	(2.0)	(2.7)	(3.8)	(1.9)	(3.9)	(3.2)	(2.9)	(2.6)	(2.4)	(3.5)	(2.5)
41 to 100 hours	6.8	7.5	6.1	2.1	6.8	6.9	5.4	5.6	10.8	7.4	5.8	5.7
	(1.5)	(2.9)	(2.4)	(2.0)	(1.7)	(3.2)	(2.4)	(2.3)	(3.4)	(2.0)	(2.9)	(3.4)
More than 100 hours	6.1	8.6	5.0	5.0	6.2	5.8	8.4	4.6	4.8	7.6	2.6	4.5
	(1.5)	(3.1)	(2.2)	(3.0)	(1.7)	(3.0)	(2.9)	(2.1)	(2.3)	(2.1)	(2.0)	(3.1)
Number of respondents	547	155	205	102	422	125	165	191	191	300	134	113
Average hours of counseling/ therapy provided recipients in the past year	22.8	26.6	19.2	21.0	22.4	23.9	31.7	17.2	17.1	28.7	12.2	11.9
	(4.7)	(9.4)	(6.9)	(11.6)	(5.1)	(10.7)	(10.1)	(6.5)	(5.8)	(7.0)	(6.0)	(6.1)
Number of respondents	547	155	205	102	422	125	165	191	191	300	134	113

Source: Parent interviews.

Table 308: PERSONAL COUNSELING/THERAPY RECEIVED BY YOUTH WITH EMOTIONAL DISTURBANCES

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage received counseling/therapy:									
Never	43.4	31.0	27.4	45.7	29.8	55.5	46.5	29.2	20.6
	(5.8)	(4.8)	(3.8)	(6.2)	(3.1)	(13.2)	(4.9)	(4.7)	(4.1)
For just a few days	6.4	2.8	4.7	2.9	5.6	1.0	4.1	6.0	5.1
	(2.8)	(1.7)	(1.8)	(2.1)	(1.5)	(2.6)	(1.9)	(2.5)	(2.2)
For a few weeks	3.2	1.1	2.4	1.7	2.0	6.8	0.8	2.7	4.9
	(2.0)	(1.1)	(1.3)	(1.6)	(0.9)	(6.7)	(0.9)	(1.7)	(2.2)
For a few months	12.4	12.7	16.6	17.1	12.4	0.0	13.5	15.4	12.3
	(3.8)	(3.4)	(3.2)	(4.7)	(2.2)	(0.0)	(3.3)	(3.8)	(3.3)
For about a year	10.1	11.3	18.2	8.5	13.8	16.6	11.4	11.1	15.6
	(3.5)	(3.3)	(3.3)	(3.5)	(2.3)	(9.9)	(3.1)	(3.3)	(3.7)
For several years or more	24.5	41.1	30.5	24.0	36.4	20.1	23.7	35.5	41.4
	(5.0)	(5.1)	(3.9)	(5.3)	(3.2)	(10.6)	(4.1)	(5.0)	(5.0)
Number of respondents	135	168	253	130	447	28	206	183	194
Percentage received following hours of counseling/therapy in the past year:									
None	80.2	69.4	73.1	83.8	71.0	83.3	80.7	75.3	66.5
	(5.1)	(5.1)	(3.9)	(5.0)	(3.2)	(10.9)	(4.2)	(4.6)	(5.0)
Less than 10 hours	1.1	2.8	5.6	0.0	4.3	3.7	2.1	3.4	4.7
	(1.4)	(1.8)	(2.0)	(0.0)	(1.4)	(5.5)	(1.5)	(1.9)	(2.2)
10 to 40 hours	7.3	9.5	11.5	7.8	10.1	0.0	6.3	7.1	14.1
	(3.4)	(3.2)	(2.8)	(3.6)	(2.1)	(0.0)	(2.6)	(2.7)	(3.7)
41 to 100 hours	4.0	10.0	6.4	3.4	7.8	10.1	7.3	6.1	7.5
	(2.5)	(3.3)	(2.1)	(2.4)	(1.9)	(8.8)	(2.8)	(2.5)	(2.8)
More than 100 hours	7.3	8.3	3.3	5.0	6.8	2.9	3.6	8.1	7.3
	(3.3)	(3.0)	(1.6)	(2.9)	(1.8)	(4.9)	(2.0)	(2.9)	(2.7)
Number of respondents	111	148	242	111	407	23	173	176	176
Average hours of counseling/therapy provided recipients in the past year	22.1	33.5	15.3	19.4	24.9	14.9	16.0	33.2	22.0
	(9.5)	(11.1)	(4.2)	(10.6)	(5.5)	(16.1)	(6.2)	(11.8)	(5.7)
Number of respondents	111	148	242	111	407	23	173	176	176

Source: Parent interviews.

Table 30A: PERSONAL COUNSELING/THERAPY RECEIVED BY YOUTH WITH EMOTIONAL DISTURBANCES (Concluded)

Service Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage received counseling/ therapy in the past year from:*												
Secondary school	57.7	53.3	64.9	66.3	59.4	53.1	62.1	60.4	42.6	61.5	63.4	2.0
	(4.4)	(8.5)	(7.6)	(10.0)	(5.1)	(8.7)	(7.0)	(7.0)	(8.7)	(5.2)	(8.8)	(4.2)
Special school	33.1	24.7	32.6	20.0	35.7	25.0	27.0	45.4	20.7	31.4	46.7	13.1
	(4.7)	(8.8)	(8.2)	(9.9)	(5.6)	(8.8)	(7.5)	(7.8)	(7.9)	(5.7)	(10.2)	(10.2)
Postsecondary school	0.2	0.5	0.0	0.0	0.2	0.0	0.5	0.0	0.0	0.3	0.0	0.0
	(0.2)	(0.8)	(0.0)	(0.0)	(0.3)	(0.0)	(0.7)	(0.0)	(0.0)	(0.4)	(0.0)	(0.0)
Family member/friend	2.5	4.8	2.1	0.0	3.4	0.0	2.0	1.7	4.9	3.4	0.0	0.9
	(1.7)	(4.7)	(2.6)	(0.0)	(2.3)	(0.0)	(2.4)	(2.2)	(4.3)	(2.3)	(0.0)	(2.8)
Private therapist	34.7	34.0	43.0	22.8	29.9	47.4	39.1	26.9	39.8	31.9	39.3	46.6
	(5.1)	(10.4)	(9.1)	(10.7)	(5.7)	(10.3)	(8.5)	(7.7)	(9.8)	(6.0)	(11.3)	(15.1)
Vocational Rehabilitation	0.3	0.0	1.2	0.0	0.1	0.9	0.0	0.0	1.6	0.0	1.3	0.9
	(0.6)	(0.0)	(2.0)	(0.0)	(0.4)	(1.9)	(0.0)	(0.0)	(2.5)	(0.0)	(2.6)	(2.8)
Hospital/institution	7.6	6.0	5.8	8.3	8.3	5.5	5.7	5.9	14.1	5.4	3.8	24.5
	(2.8)	(5.1)	(4.2)	(7.0)	(3.4)	(4.6)	(4.0)	(4.0)	(6.8)	(2.9)	(4.3)	(11.9)
Other source	10.3	12.7	7.1	10.2	10.4	10.1	13.2	8.4	8.9	11.5	8.7	8.7
	(1.7)	(3.6)	(2.4)	(3.9)	(2.0)	(3.6)	(3.4)	(2.6)	(2.9)	(2.4)	(3.3)	(3.8)
Number of respondents	175	41	59	28	128	47	59	63	53	112	38	25

* Of those that received personal counseling/therapy in the past year. See Table 28.

Source: Parent interviews.

Table 30B: PERSONAL COUNSELING/THERAPY RECEIVED BY YOUTH WITH EMOTIONAL DISTURBANCES (Concluded)

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage received counseling/therapy in the past year from:*									
Secondary school	53.1 (10.2)	53.7 (8.3)	52.0 (7.1)	60.9 (11.7)	50.9 (5.3)	---	63.7 (8.3)	53.7 (8.8)	43.3 (7.8)
Special school	24.3 (10.1)	37.5 (8.4)	31.0 (7.2)	36.3 (12.9)	28.0 (5.1)	---	33.6 (9.2)	26.5 (8.6)	25.4 (7.1)
Postsecondary school	0.0 (0.0)	0.0 (0.0)	0.6 (0.7)	0.0 (0.0)	0.3 (0.3)	---	0.0 (0.0)	0.6 (0.8)	0.0 (0.0)
Family member/friend	0.0 (0.0)	2.5 (2.9)	3.5 (2.9)	0.0 (0.0)	3.1 (2.0)	---	0.0 (0.0)	0.0 (0.0)	7.2 (4.3)
Private therapist	35.8 (11.6)	31.0 (8.5)	39.4 (7.7)	35.1 (13.8)	36.5 (5.7)	---	29.8 (9.5)	25.1 (8.7)	45.0 (8.3)
Vocational Rehabilitation	0.0 (0.0)	0.0 (0.0)	1.1 (1.7)	0.0 (0.0)	0.4 (0.8)	---	0.0 (0.0)	0.0 (0.0)	0.9 (1.6)
Hospital/institution	6.4 (5.9)	6.9 (4.6)	3.7 (3.0)	19.5 (10.6)	5.4 (2.6)	---	7.0 (5.3)	2.8 (3.3)	6.0 (3.9)
Other source	9.2 (3.5)	15.0 (3.8)	7.9 (2.3)	8.3 (3.5)	11.8 (2.2)	---	8.1 (2.8)	10.8 (3.2)	12.5 (3.3)
Number of respondents	31	53	73	24	144	6	45	49	71

* Of those that received personal counseling/therapy in the past year. See Table 28.

Source: Parent interviews.

Table 31A: OCCUPATIONAL THERAPY/LIFE SKILLS TRAINING RECEIVED BY YOUTH WITH EMOTIONAL DISTURBANCES

Service Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage received OT/life skills training:												
Never	81.3	84.9	81.9	81.7	83.8	73.8	82.7	82.3	77.5	82.2	76.2	84.9
	(2.2)	(3.8)	(3.7)	(5.0)	(2.4)	(5.3)	(3.7)	(3.6)	(4.3)	(2.8)	(5.1)	(4.9)
For fewer than 12 months	6.9	6.7	8.0	6.4	6.6	7.7	8.3	5.2	7.4	8.1	3.8	6.2
	(1.5)	(2.7)	(2.6)	(3.2)	(1.6)	(3.2)	(2.7)	(2.1)	(2.7)	(2.0)	(2.3)	(3.3)
12 to 24 months	6.5	3.6	8.0	7.0	5.9	8.5	6.1	7.3	5.9	4.3	13.3	6.4
	(1.4)	(2.0)	(2.6)	(3.3)	(1.5)	(3.3)	(2.3)	(2.4)	(2.4)	(1.5)	(4.1)	(3.3)
25 to 48 months	2.3	1.9	0.2	1.7	1.4	5.1	0.5	4.0	2.4	2.3	2.7	1.5
	(0.9)	(1.5)	(0.4)	(1.7)	(0.8)	(2.6)	(0.7)	(1.8)	(1.6)	(1.1)	(2.0)	(1.7)
More than 48 months	3.0	2.7	1.8	3.2	2.4	4.9	2.5	1.1	6.9	3.1	3.9	1.0
	(1.0)	(1.7)	(1.3)	(2.3)	(1.0)	(2.6)	(1.5)	(1.0)	(2.6)	(1.3)	(2.3)	(1.4)
Number of respondents	611	172	219	112	469	142	186	219	206	335	145	131
Percentage received following hours of OT/life skills training in the past year:												
None	92.9	95.4	92.8	93.4	93.8	90.2	91.5	95.6	90.8	91.6	93.8	97.5
	(1.5)	(2.3)	(2.6)	(3.3)	(1.6)	(3.8)	(2.9)	(2.0)	(3.1)	(2.1)	(3.0)	(2.3)
40 hours or fewer	1.2	1.5	0.8	2.2	1.0	1.9	1.9	0.7	1.0	1.8	0.4	0.0
	(0.7)	(1.4)	(0.9)	(2.0)	(0.7)	(1.7)	(1.4)	(0.8)	(1.1)	(1.0)	(0.8)	(0.0)
41 to 100 hours	0.9	0.6	1.7	0.0	1.1	0.2	0.8	1.1	0.8	1.3	0.5	0.0
	(0.6)	(0.8)	(1.3)	(0.0)	(0.7)	(0.6)	(0.9)	(1.0)	(1.0)	(0.9)	(0.8)	(0.0)
101 to 240 hours	2.8	1.4	4.3	2.4	2.2	4.4	4.3	1.4	2.4	3.7	1.7	0.0
	(1.0)	(1.3)	(2.0)	(2.0)	(1.0)	(2.6)	(2.1)	(1.2)	(1.7)	(1.5)	(1.6)	(0.3)
241 to 480 hours	1.4	0.4	0.4	2.0	1.2	1.9	1.1	1.2	2.2	0.9	3.3	0.6
	(0.7)	(0.7)	(0.6)	(1.9)	(0.7)	(1.7)	(1.1)	(1.1)	(1.6)	(0.7)	(2.2)	(1.1)
More than 480 hours	0.8	0.7	0.0	0.0	0.6	1.5	0.5	0.0	2.8	0.8	0.3	1.9
	(0.5)	(0.9)	(0.2)	(0.0)	(0.5)	(1.5)	(0.7)	(0.0)	(1.8)	(0.7)	(0.7)	(2.0)
Number of respondents	563	161	208	106	436	127	172	201	190	312	137	114

Source: Parent interviews.

Table 31B: OCCUPATIONAL THERAPY/LIFE SKILLS TRAINING RECEIVED BY YOUTH WITH EMOTIONAL DISTURBANCES

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage received OT/life skills training:									
Never	83.0	83.5	77.3	85.9	79.4	93.8	85.4	83.6	75.1
	(4.4)	(3.8)	(3.6)	(4.3)	(2.7)	(6.2)	(3.4)	(3.9)	(4.3)
For fewer than 12 months	7.6	5.4	8.8	7.2	7.0	6.2	4.6	6.7	10.1
	(3.1)	(2.3)	(2.4)	(3.2)	(1.7)	(6.2)	(2.0)	(2.6)	(3.0)
12 to 24 months	5.1	6.7	6.0	4.1	7.0	0.0	5.9	4.1	7.6
	(2.6)	(2.6)	(2.0)	(2.5)	(1.7)	(0.0)	(2.3)	(2.1)	(2.7)
25 to 48 months	2.1	1.1	3.4	0.9	3.1	0.0	1.8	2.7	2.7
	(1.7)	(1.1)	(1.5)	(1.2)	(1.2)	(0.0)	(1.3)	(1.7)	(1.6)
More than 48 months	2.2	3.4	4.4	1.8	3.5	0.0	2.3	3.0	4.6
	(1.7)	(1.9)	(1.7)	(1.7)	(1.2)	(0.0)	(1.5)	(1.8)	(2.1)
Number of respondents	136	168	253	130	443	30	206	182	195
Percentage received following hours of OT/life skills training in the past year:									
None	96.0	90.7	91.3	97.3	90.7	100	94.2	94.8	89.0
	(2.5)	(3.1)	(2.4)	(2.2)	(2.0)	(0.0)	(2.5)	(2.4)	(3.2)
40 hours or fewer	0.9	2.7	0.5	1.9	1.1	0.0	1.4	1.0	1.5
	(1.2)	(1.8)	(0.6)	(1.8)	(0.7)	(0.0)	(1.2)	(1.0)	(1.3)
41 to 100 hours	0.0	0.0	2.6	0.1	1.3	0.0	0.0	1.3	2.0
	(0.0)	(0.0)	(1.4)	(0.3)	(0.8)	(0.0)	(0.0)	(1.2)	(1.4)
101 to 240 hours	0.7	5.8	2.2	0.7	3.7	0.0	3.1	1.5	3.6
	(1.1)	(2.5)	(1.3)	(1.1)	(1.3)	(0.0)	(1.8)	(1.3)	(1.9)
241 to 480 hours	0.5	0.8	2.7	0.0	2.0	0.0	0.6	1.0	2.5
	(0.9)	(1.0)	(1.4)	(0.0)	(1.0)	(0.0)	(0.8)	(1.1)	(1.6)
More than 480 hours	1.9	0.0	0.7	0.0	1.2	0.0	0.8	0.4	1.4
	(1.7)	(0.2)	(0.7)	(0.0)	(0.7)	(0.0)	(0.9)	(0.7)	(1.2)
Number of respondents	114	152	246	112	419	25	178	177	183

Source: Parent interviews.

Table 31A: OCCUPATIONAL THERAPY/LIFE SKILLS TRAINING RECEIVED BY YOUTH WITH EMOTIONAL DISTURBANCES (Concluded)

Service Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Average hours of OT/life skills training provided recipients in the past year	18.3	10.2	10.7	12.0	14.3	30.8	16.8	7.5	38.1	18.2	17.0	20.6
	(5.7)	(8.1)	(4.4)	(7.4)	(5.3)	(17.2)	(7.6)	(4.1)	(17.5)	(6.8)	(9.7)	(19.9)
Number of respondents	563	161	208	106	436	127	172	201	190	312	137	114
Percentage received OT/life skills training in the past year from:*												
Secondary school	6.0	---	8.7	---	4.4	10.6	6.1	5.9	5.7	6.1	5.6	---
	(1.7)		(3.4)		(1.7)	(4.6)	(2.6)	(2.9)	(3.5)	(2.0)	(3.2)	
Special school	17.4	---	9.4	---	13.9	26.7	13.0	7.8	49.1	19.9	10.5	---
	(5.1)		(6.9)		(5.5)	(11.1)	(7.5)	(5.6)	(13.1)	(6.5)	(7.3)	
Postsecondary school	0.0	---	0.0	---	0.0	0.0	0.0	0.0	0.0	0.0	0.0	---
	(0.0)		(0.0)		(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	
Private therapist	3.4	---	0.4	---	0.2	8.9	0.0	9.4	2.5	3.5	0.6	---
	(3.2)		(1.9)		(1.0)	(8.6)	(0.0)	(9.7)	(4.5)	(4.0)	(2.4)	
Vocational Rehabilitation	5.1	---	3.4	---	8.0	0.0	0.0	7.7	10.1	2.9	13.7	---
	(3.9)		(5.3)		(5.9)	(0.0)	(0.0)	(8.9)	(8.7)	(3.6)	(11.0)	
Hospital/institution	6.1	---	0.0	---	4.9	8.4	0.0	9.5	11.6	0.0	1.8	---
	(4.0)		(0.0)		(4.4)	(8.0)	(0.0)	(9.5)	(8.5)	(0.0)	(4.0)	
Other source	17.6	---	18.1	---	22.2	9.1	19.0	18.3	15.0	11.5	25.8	---
	(6.4)		(11.1)		(8.5)	(8.3)	(10.9)	(12.5)	(9.5)	(6.9)	(13.3)	
Number of respondents	64	13	23	9	42	22	21	17	26	39	20	5

* Of those that received occupational therapy/life skills training in the past year. See Table 28.

Source: Parent interviews.

Table 31B: OCCUPATIONAL THERAPY/LIFE SKILLS TRAINING RECEIVED BY YOUTH WITH EMOTIONAL DISTURBANCES (Concluded)

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Average hours of OT/life skills training provided recipients in the past year	21.6	14.5	21.1	2.1	25.5	0.0	14.9	13.2	29.3
	(17.2)	(5.9)	(7.6)	(2.4)	(7.9)	(0.0)	(8.4)	(10.1)	(12.6)
Number of respondents	114	152	246	112	419	25	178	177	183
Percentage received OT/life skills training in the past year from:*									
Secondary school	---	7.5	11.8	---	8.9	---	6.3	5.5	10.9
		(4.1)	(3.8)		(2.6)		(3.6)	(3.2)	(4.4)
Special school	---	26.8	14.6	---	21.4	---	15.1	15.7	28.5
		(11.4)	(6.7)		(6.4)		(9.3)	(9.7)	(10.5)
Postsecondary school	---	0.0	0.0	---	0.0	---	0.0	0.0	0.0
		(0.0)	(0.0)		(0.0)		(0.0)	(0.0)	(0.0)
Private therapist	---	0.0	2.1	---	3.6	---	7.5	3.4	0.0
		(0.0)	(3.4)		(3.4)		(9.2)	(5.7)	(0.0)
Vocational Rehabilitation	---	3.3	4.4	---	5.6	---	6.5	2.9	5.3
		(6.0)	(4.9)		(4.3)		(8.6)	(5.3)	(6.2)
Hospital/institution	---	0.0	0.0	---	0.4	---	0.0	0.0	0.0
		(0.0)	(0.0)		(1.2)		(0.0)	(0.0)	(0.0)
Other source	---	11.8	16.4	---	19.0	---	25.8	9.5	13.2
		(10.8)	(8.8)		(7.1)		(15.3)	(9.2)	(9.3)
Number of respondents	10	16	32	6	58	1	16	20	26

* Of those that received occupational therapy/life skills training in the past year. See Table 28.

Source: Parent interviews.

Table 32A: USE OF TUTORS, READERS, AND INTERPRETERS BY YOUTH WITH EMOTIONAL DISTURBANCES

Service Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage used a tutor/reader/ interpreter:												
Never	65.1	63.6	66.3	66.4	66.0	62.1	66.8	66.4	59.9	64.5	62.1	71.4
	(2.8)	(5.1)	(4.6)	(6.1)	(3.1)	(5.8)	(4.7)	(4.4)	(5.1)	(3.6)	(5.8)	(6.3)
For just a few days	0.5	0.0	1.7	0.0	0.7	0.0	0.0	0.8	0.8	0.5	0.5	0.5
	(0.4)	(0.0)	(1.3)	(0.0)	(0.5)	(0.0)	(0.0)	(0.8)	(0.9)	(0.5)	(0.9)	(1.0)
For a few weeks	3.8	3.2	5.3	3.1	4.0	3.1	2.9	5.3	2.6	4.4	1.7	4.1
	(1.1)	(1.9)	(2.2)	(2.3)	(1.3)	(2.1)	(1.7)	(2.1)	(1.6)	(1.5)	(1.6)	(2.7)
For a few months	9.9	9.5	11.5	8.2	10.0	9.7	11.3	6.7	12.9	8.6	13.9	9.6
	(1.7)	(3.1)	(3.1)	(3.6)	(2.0)	(3.6)	(3.2)	(2.4)	(3.5)	(2.1)	(4.2)	(4.1)
For about a year	8.0	9.0	4.7	7.5	8.1	7.9	8.7	11.1	1.8	9.6	3.9	7.5
	(1.6)	(3.0)	(2.0)	(3.4)	(1.8)	(3.2)	(2.8)	(2.9)	(1.4)	(2.2)	(2.3)	(3.6)
For several years or more	12.7	14.7	10.4	14.8	11.3	17.2	10.2	9.7	21.9	12.4	17.9	7.1
	(1.9)	(3.8)	(3.0)	(4.6)	(2.1)	(4.5)	(3.0)	(2.8)	(4.3)	(2.5)	(4.6)	(3.5)
Number of respondents	606	172	215	112	466	140	182	218	206	332	145	129
Percentage used following hours of a tutor/reader/interpreter in the past year:												
None	89.1	85.5	89.4	92.7	89.4	88.3	89.7	90.5	86.1	86.6	90.7	98.0
	(1.9)	(3.9)	(3.0)	(3.5)	(2.1)	(4.0)	(3.1)	(2.9)	(3.7)	(2.6)	(3.6)	(2.1)
Fewer than 40 hours	2.1	2.5	2.4	1.2	1.9	2.7	1.5	2.4	2.7	2.1	2.2	2.0
	(0.9)	(1.7)	(1.5)	(1.5)	(0.9)	(2.0)	(1.3)	(1.5)	(1.7)	(1.1)	(1.8)	(2.1)
40 to 100 hours	1.6	1.9	3.3	0.0	2.2	0.0	2.8	1.2	0.5	2.6	0.0	0.0
	(0.8)	(1.5)	(1.7)	(0.0)	(1.0)	(0.0)	(1.7)	(1.1)	(0.8)	(1.2)	(0.0)	(0.0)
101 to 240 hours	2.5	2.5	1.6	4.1	2.0	4.1	1.4	3.9	2.3	3.2	2.4	0.0
	(0.9)	(1.7)	(1.2)	(2.6)	(1.0)	(2.5)	(1.2)	(1.9)	(1.6)	(1.3)	(1.9)	(0.0)
241 to 480 hours	2.6	2.7	2.9	1.9	2.9	1.5	2.1	2.0	4.3	3.0	2.9	0.0
	(0.9)	(1.8)	(1.6)	(1.8)	(1.1)	(1.5)	(1.5)	(1.4)	(2.1)	(1.3)	(2.0)	(0.0)
More than 480 hours	2.0	5.0	0.5	0.0	1.6	3.4	2.6	0.0	4.2	2.5	1.8	0.0
	(0.8)	(2.4)	(0.7)	(0.0)	(0.8)	(2.3)	(1.6)	(0.0)	(2.1)	(1.2)	(1.6)	(0.0)
Number of respondents	571	161	213	106	439	132	172	201	198	315	141	115

Source: Parent interviews.

Table 32B: USE OF TUTORS, READERS, AND INTERPRETERS BY YOUTH WITH EMOTIONAL DISTURBANCES

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage used a tutor/reader/interpreter:									
Never	63.6	64.4	65.7	61.3	66.1	72.6	67.2	66.2	63.0
	(5.6)	(4.9)	(4.0)	(6.1)	(3.2)	(11.6)	(4.6)	(5.0)	(4.9)
For just a few days	0.0	0.4	1.1	0.0	0.7	0.0	0.3	0.4	0.8
	(0.0)	(0.6)	(0.9)	(0.0)	(0.6)	(0.0)	(0.5)	(0.6)	(0.9)
For a few weeks	2.1	4.4	5.6	2.2	4.8	0.0	3.6	5.5	2.2
	(1.7)	(2.1)	(2.0)	(1.8)	(1.4)	(0.0)	(1.8)	(2.4)	(1.5)
For a few months	13.5	6.4	9.8	12.1	8.8	12.2	8.3	11.0	11.1
	(4.0)	(2.5)	(2.5)	(4.1)	(1.9)	(8.5)	(2.7)	(3.3)	(3.2)
For about a year	7.3	10.4	7.1	12.8	6.8	0.0	7.6	7.6	7.7
	(3.0)	(3.1)	(2.2)	(4.2)	(1.7)	(0.0)	(2.6)	(2.8)	(2.7)
For several years or more	13.5	14.1	10.8	11.5	12.7	15.1	13.1	9.3	15.2
	(4.0)	(3.6)	(2.6)	(4.0)	(2.2)	(9.3)	(3.3)	(3.0)	(3.6)
Number of respondents	134	169	251	129	441	29	205	181	192
Percentage used following hours of a tutor/reader/interpreter in the past year:									
None	88.5	86.9	90.0	89.1	88.8	89.3	88.8	94.9	83.4
	(4.1)	(3.6)	(2.5)	(4.2)	(2.1)	(8.8)	(3.3)	(2.3)	(3.8)
Fewer than 40 hours	0.0	2.9	3.3	0.0	2.6	4.7	1.9	1.3	2.6
	(0.0)	(1.8)	(1.5)	(0.0)	(1.1)	(6.1)	(1.4)	(1.2)	(1.6)
40 to 100 hours	2.6	1.3	1.5	0.0	2.3	0.0	2.1	0.9	2.0
	(2.0)	(1.2)	(1.0)	(0.0)	(1.0)	(0.0)	(1.5)	(1.0)	(1.4)
101 to 240 hours	2.6	3.2	2.4	4.0	2.4	0.0	3.1	0.6	4.3
	(2.0)	(1.9)	(1.3)	(2.7)	(1.0)	(0.0)	(1.8)	(0.8)	(2.1)
241 to 480 hours	3.2	4.0	1.2	4.2	2.2	1.6	2.7	2.2	3.1
	(2.2)	(2.1)	(0.9)	(2.7)	(1.0)	(3.5)	(1.7)	(1.6)	(1.8)
More than 480 hours	3.1	1.8	1.7	2.7	1.7	4.4	1.4	0.0	4.5
	(2.2)	(1.4)	(1.1)	(2.2)	(0.9)	(5.8)	(1.2)	(0.0)	(2.1)
Number of respondents	114	154	254	110	430	24	179	179	189

Source: Parent interviews.

Table 32A: USE OF TUTORS, READERS, AND INTERPRETERS BY YOUTH WITH EMOTIONAL DISTURBANCES (Concluded)

Service Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Average hours provided to recipients of a tutor/reader/ interpreter in the past year	35.0	63.0	21.7	14.3	32.7	42.1	41.5	14.5	56.4	43.5	32.8	0.3
	(9.2)	(25.5)	(8.9)	(7.7)	(10.2)	(20.7)	(20.0)	(5.8)	(18.9)	(13.4)	(17.0)	(0.4)
Number of respondents	571	161	213	106	439	132	172	201	198	315	141	115
Percentage whose tutor/reader/ interpreter in the past year was:*												
Staff from secondary school	66.1	70.4	63.8	---	65.1	68.9	77.5	69.6	44.2	65.8	---	---
	(7.4)	(11.3)	(13.3)		(8.7)	(14.3)	(10.9)	(11.5)	(14.8)	(8.5)		
Staff from a special school	20.5	19.6	11.4	---	19.8	22.4	18.0	22.0	22.2	22.0	---	---
	(7.1)	(11.1)	(9.6)		(8.1)	(14.8)	(11.2)	(11.6)	(14.0)	(8.2)		
From a postsecondary school	0.5	1.1	0.4	---	0.7	0.0	1.0	0.0	0.6	0.6	---	---
	(0.4)	(1.1)	(0.6)		(0.5)	(0.0)	(1.0)	(0.0)	(0.8)	(0.6)		
A family member/friend	20.7	16.7	27.6	---	24.1	11.9	22.6	16.5	22.8	22.7	---	---
	(7.2)	(10.5)	(13.4)		(8.9)	(11.5)	(12.2)	(10.8)	(14.1)	(8.4)		
Another student	2.8	0.0	2.6	---	2.8	2.7	0.0	8.7	0.0	2.6	---	---
	(2.9)	(0.0)	(4.8)		(3.4)	(5.7)	(0.0)	(8.2)	(0.0)	(3.2)		
A private tutor/aide	1.2	0.0	0.0	---	1.6	0.0	0.0	0.0	4.2	0.0	---	---
	(1.9)	(0.0)	(0.0)		(2.6)	(0.0)	(0.0)	(0.0)	(6.8)	(0.0)		
From Vocational Rehabilitation	0.0	0.0	0.0	---	0.0	0.0	0.0	0.0	0.0	0.0	---	---
	(0.0)	(0.0)	(0.0)		(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)		
From another source	0.9	0.3	1.3	---	1.1	0.5	0.0	1.3	1.8	1.4	---	---
	(0.5)	(0.6)	(1.1)		(0.7)	(0.8)	(0.0)	(1.0)	(1.3)	(0.9)		
Number of respondents	62	25	22	7	46	16	21	22	19	45	14	3

* Of those that had a tutor, reader, or interpreter in the past year. See Table 28.

Source: Parent interviews.

Table 328: USE OF TUTORS, READERS, AND INTERPRETERS BY YOUTH WITH EMOTIONAL DISTURBANCES (Concluded)

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Average hours provided to recipients of a tutor/reader/interpreter in the past year	49.0	35.3	29.2	48.4	30.5	49.0	37.9	9.6	57.5
	(24.5)	(13.9)	(13.3)	(24.6)	(9.8)	(59.1)	(19.0)	(5.5)	(18.7)
Number of respondents	114	154	254	110	430	24	179	179	189
Percentage whose tutor/reader/interpreter in the past year was:*									
Staff from secondary school	---	73.0	49.4	55.5	66.1	---	72.0	---	53.7
		(12.4)	(12.1)	(17.6)	(8.8)		(13.1)		(12.1)
Staff from a special school	---	33.6	4.6	33.4	13.1	---	18.6	---	12.2
		(14.5)	(5.5)	(17.3)	(7.2)		(12.8)		(8.4)
From a postsecondary school	---	0.0	0.5	0.0	0.7	---	1.0	---	0.0
		(0.0)	(0.6)	(0.0)	(0.6)		(1.0)		(0.0)
A family member/friend	---	3.8	29.0	17.1	23.6	---	17.2	---	27.8
		(6.0)	(12.0)	(13.8)	(9.0)		(12.4)		(11.6)
Another student	---	6.2	2.7	0.0	3.0	---	5.4	---	1.7
		(7.6)	(4.3)	(0.0)	(3.6)		(7.4)		(3.4)
A private tutor/aide	---	0.0	4.3	0.0	1.7	---	3.1	---	0.0
		(0.0)	(5.3)	(0.0)	(2.8)		(5.7)		(0.0)
From Vocational Rehabilitation	---	0.0	0.0	0.0	0.0	---	0.0	---	0.0
		(0.0)	(0.0)	(0.0)	(0.0)		(0.0)		(0.0)
From another source	---	0.0	2.2	0.0	1.4	---	0.0	---	3.2
		(0.0)	(1.2)	(0.0)	(0.8)		(0.0)		(1.8)
Number of respondents	14	18	26	15	44	3	18	12	29

* Of those that had a tutor, reader, or interpreter in the past year. See Table 28.

Source: Parent interviews.

Table 33A: SPEECH/LANGUAGE THERAPY RECEIVED BY YOUTH WITH EMOTIONAL DISTURBANCES

Service Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage received speech/ language therapy:												
Never	73.8	69.9	74.1	76.5	72.7	76.8	73.8	77.1	68.1	72.7	72.6	79.5
	(2.5)	(4.9)	(4.2)	(5.5)	(2.9)	(5.0)	(4.4)	(4.0)	(4.8)	(3.3)	(5.4)	(5.6)
For just a few days	0.4	0.5	0.0	0.0	0.5	0.0	0.0	0.6	0.7	0.4	0.8	0.0
	(0.4)	(0.7)	(0.0)	(0.0)	(0.5)	(0.0)	(0.0)	(0.7)	(0.9)	(0.5)	(1.1)	(0.0)
For a few weeks	1.4	1.1	2.2	0.9	1.9	0.0	0.0	2.1	2.6	1.5	2.4	0.0
	(0.7)	(1.1)	(1.4)	(1.2)	(0.9)	(0.0)	(0.0)	(1.4)	(1.7)	(0.9)	(1.8)	(0.0)
For a few months	3.2	3.2	3.4	4.3	3.5	2.3	2.1	5.6	1.2	4.0	2.1	1.5
	(1.0)	(1.9)	(1.7)	(2.6)	(1.2)	(1.8)	(1.4)	(2.2)	(1.1)	(1.5)	(1.7)	(1.7)
For about a year	5.8	7.3	5.2	7.9	6.4	3.8	8.0	2.0	8.3	5.5	7.3	4.7
	(1.3)	(2.8)	(2.1)	(3.5)	(1.6)	(2.3)	(2.7)	(1.3)	(2.8)	(1.7)	(3.1)	(2.9)
For several years or more	15.4	18.0	15.1	10.4	14.9	17.0	16.1	12.5	19.1	15.9	14.7	14.3
	(2.1)	(4.1)	(3.5)	(3.9)	(2.3)	(4.5)	(3.6)	(3.1)	(4.0)	(2.7)	(4.3)	(4.8)
Number of respondents	611	174	216	112	468	143	185	218	208	335	145	131
Percentage received following hours of speech/language therapy in the past year:												
None	94.8	92.1	95.2	98.5	95.7	92.0	95.4	94.4	94.5	93.8	94.3	100
	(1.3)	(3.0)	(2.1)	(1.6)	(1.4)	(3.4)	(2.1)	(2.2)	(2.4)	(1.9)	(2.8)	(0.0)
Fewer than 40 hours	2.0	3.1	2.3	0.0	2.1	1.6	2.1	2.0	1.7	2.4	1.9	0.0
	(0.8)	(1.9)	(1.5)	(0.0)	(1.0)	(1.6)	(1.5)	(1.4)	(1.4)	(1.2)	(1.7)	(0.0)
40 to 100 hours	1.6	3.9	0.5	0.6	1.0	3.6	0.7	1.6	3.0	2.0	1.6	0.0
	(0.7)	(2.1)	(0.7)	(1.0)	(0.7)	(2.3)	(0.9)	(1.2)	(1.8)	(1.1)	(1.5)	(0.0)
101 to 240 hours	1.5	0.9	1.9	0.9	1.1	2.8	1.8	1.9	0.3	1.6	2.2	0.0
	(0.7)	(1.0)	(1.3)	(1.2)	(0.7)	(2.1)	(1.4)	(1.3)	(0.5)	(1.0)	(1.8)	(0.0)
More than 240 hours	0.1	0.0	0.0	0.0	0.2	0.0	0.0	0.0	0.5	0.2	0.0	0.0
	(0.2)	(0.0)	(0.0)	(0.0)	(0.3)	(0.0)	(0.0)	(0.0)	(0.8)	(0.3)	(0.0)	(0.0)
Number of respondents	571	162	213	105	438	133	173	202	196	314	140	117

Source: Parent interviews

Table 33B: SPEECH/LANGUAGE THERAPY RECEIVED BY YOUTH WITH EMOTIONAL DISTURBANCES

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage received speech/language therapy:									
Never	76.0	69.4	75.1	77.1	72.3	75.1	77.2	72.2	70.7
	(5.1)	(4.7)	(3.6)	(5.3)	(3.0)	(11.4)	(4.1)	(4.7)	(4.5)
For just a few days	0.0	0.8	0.6	0.0	0.0	4.1	0.0	0.6	0.9
	(0.0)	(0.9)	(0.6)	(0.0)	(0.0)	(5.2)	(0.0)	(0.8)	(1.0)
For a few weeks	3.0	0.0	1.1	2.0	0.8	6.5	1.5	1.9	1.2
	(2.0)	(0.0)	(0.9)	(1.8)	(0.6)	(6.5)	(1.2)	(1.4)	(1.1)
For a few months	3.4	2.0	3.2	3.9	2.8	6.0	3.0	2.1	3.5
	(2.2)	(1.4)	(1.5)	(2.4)	(1.1)	(6.3)	(1.7)	(1.5)	(1.8)
For about a year	3.1	8.8	6.3	2.8	7.5	0.0	2.5	11.2	6.0
	(2.0)	(2.9)	(2.0)	(2.1)	(1.8)	(0.0)	(1.5)	(3.3)	(2.4)
For several years or more	14.6	19.0	13.8	14.2	16.6	8.4	15.8	12.1	17.8
	(4.2)	(4.0)	(2.9)	(4.4)	(2.5)	(7.3)	(3.6)	(3.4)	(3.8)
Number of respondents	129	170	255	128	448	28	202	182	196
Percentage received following hours of speech/language therapy in the past year:									
None	94.1	94.1	95.6	90.2	96.4	92.1	95.5	95.8	93.9
	(3.0)	(2.5)	(1.7)	(4.0)	(1.3)	(7.7)	(2.2)	(2.1)	(2.4)
Fewer than 40 hours	0.0	4.4	1.2	3.6	1.3	4.7	0.7	2.0	2.1
	(0.0)	(2.2)	(0.9)	(2.5)	(0.8)	(6.1)	(0.9)	(1.5)	(1.5)
40 to 100 hours	3.1	0.9	1.2	4.9	0.7	0.0	1.6	1.0	2.6
	(2.2)	(1.0)	(0.9)	(2.9)	(0.6)	(0.0)	(1.3)	(1.0)	(1.6)
101 to 240 hours	2.3	0.6	1.9	0.8	1.6	3.2	1.9	1.3	1.4
	(1.9)	(0.8)	(1.2)	(1.2)	(0.9)	(5.0)	(1.4)	(1.2)	(1.2)
More than 240 hours	0.4	0.0	0.0	0.6	0.0	0.0	0.3	0.0	0.0
	(0.8)	(0.0)	(0.0)	(1.0)	(0.0)	(0.0)	(0.6)	(0.0)	(0.0)
Number of respondents	111	155	253	110	430	24	176	179	191

Source: Parent interviews.

Table 33A: SPEECH LANGUAGE THERAPY RECEIVED BY YOUTH WITH EMOTIONAL DISTURBANCES (Concluded)

Service Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Average hours of speech/language therapy provided recipients in the past year	4.6	5.2	4.1	2.0	3.5	8.1	4.1	4.8	5.1	5.6	4.8	0.0
	(1.5)	(2.3)	(2.3)	(2.3)	(1.5)	(4.1)	(2.4)	(2.4)	(3.2)	(2.2)	(2.9)	(0.0)
Number of respondents	571	162	213	105	438	133	173	202	196	314	140	117
Percentage received speech/ language therapy in the past year from:*												
Secondary school	79.7	---	---	---	89.0	---	---	---	---	76.6	---	---
	(8.7)				(8.3)					(11.0)		
Special school	46.6	---	---	---	42.1	---	---	---	---	52.3	---	---
	(11.5)				(14.2)					(14.1)		
Postsecondary school	0.0	---	---	---	0.0	---	---	---	---	0.0	---	---
	(0.0)				(0.0)					(0.0)		
Family member/friend	0.1	---	---	---	0.0	---	---	---	---	0.0	---	---
	(0.8)				(0.0)					(0.0)		
Private therapist	0.0	---	---	---	0.0	---	---	---	---	0.0	---	---
	(0.0)				(0.0)					(0.0)		
Vocational Rehabilitation	1.1	---	---	---	0.0	---	---	---	---	0.0	---	---
	(2.7)				(0.0)					(0.0)		
Hospital/institution	11.6	---	---	---	10.5	---	---	---	---	0.0	---	---
	(7.5)				(9.0)					(0.0)		
Other agency	4.0	---	---	---	6.2	---	---	---	---	0.0	---	---
	(4.6)				(7.1)					(0.0)		
Number of respondents	30	12	10	2	19	11	8	11	11	19	11	4

* Of those that received speech/language therapy in the past year. See Table 28.

Source: Parent interviews.

Table 33B: SPEECH LANGUAGE THERAPY RECEIVED BY YOUTH WITH EMOTIONAL DISTURBANCES (Concluded)

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Average hours of speech/language therapy provided recipients in the past year	7.6	3.0	4.3	7.8	3.5	6.9	6.0	3.3	4.3
	(4.6)	(1.7)	(2.1)	(4.5)	(1.6)	(9.6)	(3.5)	(2.1)	(2.2)
Number of respondents	111	155	253	110	430	24	176	179	191
Percentage received speech/language therapy in the past year from:*									
Secondary school	---	---	---	---	72.9	---	---	---	---
					(13.4)				
Special school	---	---	---	---	54.7	---	---	---	---
					(14.1)				
Postsecondary school	---	---	---	---	0.0	---	---	---	---
					(0.0)				
Family member/friend	---	---	---	---	0.2	---	---	---	---
					(1.5)				
Private therapist	---	---	---	---	0.0	---	---	---	---
					(0.0)				
Vocational Rehabilitation	---	---	---	---	2.2	---	---	---	---
					(4.9)				
Hospital/institution	---	---	---	---	6.9	---	---	---	---
					(7.8)				
Other agency	---	---	---	---	8.3	---	---	---	---
					(8.5)				
Number of respondents	7	7	14	10	18	2	8	9	10

* Of those that received speech/language therapy in the past year. See Table 28.

Source: Parent interviews

Table 34A: HELP WITH PHYSICAL NEEDS* RECEIVED BY YOUTH WITH EMOTIONAL DISTURBANCES

Service Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage received help with physical needs:												
Never												
For just a few days												
For a few weeks												
For a few months												
For about a year												
For several years or more												
Number of respondents												
Percentage received following hours of help with physical needs in the past year:												
None												
Fewer than 40 hours												
40 to 100 hours												
101 to 240 hours												
241 to 480 hours												
More than 480 hours												
Number of respondents												

DATA RELATED TO THIS TOPIC WERE NOT GATHERED FOR YOUTH IN THIS DISABILITY CATEGORY.

* Help with physical needs includes physical therapy, mobility training, and other such assistance.

Source: Parent interviews.

Table 34B: HELP WITH PHYSICAL NEEDS* RECEIVED BY YOUTH WITH EMOTIONAL DISTURBANCES

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage received help with physical needs:									
Never									
For just a few days									
For a few weeks									
For a few months									
For about a year									
For several years or more									
Number of respondents									
Percentage received following hours of help with physical needs in the past year:									
None									
Fewer than 40 hours									
40 to 100 hours									
101 to 240 hours									
241 to 480 hours									
More than 480 hours									
Number of respondents									

DATA RELATED TO THIS TOPIC WERE NOT GATHERED FOR YOUTH IN THIS DISABILITY CATEGORY.

* Help with physical needs includes physical therapy, mobility training, and other such assistance.

Source: Parent interviews.

Table 34A: HELP WITH PHYSICAL NEEDS* RECEIVED BY YOUTH WITH EMOTIONAL DISTURBANCES (Concluded)

Service Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Average hours of help with physical needs provided recipients in the past year												
Number of respondents												
Percentage received help with physical needs in the past year from:**												
Secondary school												
Special school												
Postsecondary school												
Family member/friend												
Private therapist												
Vocational Rehabilitation												
Hospital/institution												
Other source												
Number of respondents												

DATA RELATED TO THIS TOPIC WERE NOT GATHERED FOR YOUTH IN THIS DISABILITY CATEGORY.

* Help with physical needs includes physical therapy, mobility training, and other such assistance.
** Of those that received help with physical needs in the past year. See Table 28.

Source: Parent interviews

Table 34B: HELP WITH PHYSICAL NEEDS* RECEIVED BY YOUTH WITH EMOTIONAL DISTURBANCES (Concluded)

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Average hours of help with physical needs provided recipients in the past year									
Number of respondents									
Percentage received help with physical needs in the past year from:**									
Secondary school									
Special school									
Postsecondary school									
Family member/friend									
Private therapist									
Vocational Rehabilitation									
Hospital/institution									
Other source									
Number of respondents									

DATA RELATED TO THIS TOPIC WERE NOT GATHERED FOR YOUTH IN THIS DISABILITY CATEGORY.

* Help with physical needs includes physical therapy, mobility training, and other such assistance.
** Of those that received help with physical needs in the past year. See Table 28.

Source: Parent interviews.

Table 35A: TRANSPORTATION ASSISTANCE RECEIVED BY YOUTH WITH EMOTIONAL DISTURBANCES

Service Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage received transportation help in the past year from:*												
Secondary school												
Special school												
Vocational Rehabilitation												
Hospital/institution												
Other source												
Number of respondents												
Percentage with transportation help including:												
Rides on special vehicles												
Help getting into vehicles												
Help walking to school/work												
Owning adapted vehicle												
Aide to push wheelchair												
Rides to places could not otherwise go												
Other												
Number of respondents												

DATA RELATED TO THIS TOPIC WERE NOT GATHERED FOR YOUTH IN THIS DISABILITY CATEGORY.

* Of those that received transportation help in the past year. See Table 28.

Source: Parent interviews.

Table 35B: TRANSPORTATION ASSISTANCE RECEIVED BY YOUTH WITH EMOTIONAL DISTURBANCES

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage received transportation help in the past year from:*									
Secondary school									
Special school									
Vocational Rehabilitation									
Hospital/institution									
Other source									
Number of respondents									
Percentage with transportation help including:									
Rides on special vehicles									
Help getting into vehicles									
Help walking to school/work									
Owning adapted vehicle									
Aide to push wheelchair									
Rides to places could not otherwise go									
Other									
Number of respondents									

DATA RELATED TO THIS TOPIC WERE NOT GATHERED FOR YOUTH IN THIS DISABILITY CATEGORY.

* Of those that received transportation help in the past year. See Table 28.

Source: Parent interviews

Table 36A: SECONDARY SCHOOL EDUCATIONAL ACHIEVEMENT OF YOUTH WITH EMOTIONAL DISTURBANCES

Secondary School Achievement	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage receiving grades with secondary school grade point average (GPA) of:*												
3.25 or higher	3.2	2.2	7.0	0.9	2.8	4.5	2.5	2.7	5.7	3.3	4.9	0.8
	(1.2)	(1.8)	(2.7)	(1.3)	(1.2)	(2.9)	(1.7)	(1.7)	(2.9)	(1.5)	(2.9)	(1.5)
2.75 to 3.24	8.4	7.1	9.4	11.2	8.0	9.3	5.1	6.5	18.8	7.0	12.1	10.7
	(1.8)	(3.1)	(3.1)	(4.4)	(2.0)	(4.0)	(2.4)	(2.6)	(4.9)	(2.2)	(4.4)	(5.2)
2.25 to 2.74	19.3	19.2	16.8	26.5	19.5	19.3	21.6	18.4	16.5	20.3	14.5	18.1
	(2.6)	(4.8)	(4.0)	(6.1)	(3.0)	(5.5)	(4.5)	(4.1)	(4.6)	(3.5)	(4.7)	(6.4)
1.75 to 2.24	22.3	16.0	21.6	30.1	23.3	19.5	27.5	19.1	17.8	25.8	17.8	15.2
	(2.7)	(4.5)	(4.4)	(6.3)	(3.2)	(5.5)	(4.9)	(4.2)	(4.8)	(3.8)	(5.1)	(6.0)
1.25 to 1.74	20.1	19.4	23.1	17.7	20.1	20.7	24.5	17.3	16.5	24.3	13.8	13.1
	(2.6)	(4.8)	(4.5)	(5.3)	(3.0)	(5.6)	(4.7)	(4.0)	(4.6)	(3.7)	(4.6)	(5.7)
Less than 1.25	26.6	36.2	22.1	13.6	26.4	26.8	18.8	36.0	24.8	19.2	37.0	42.0
	(2.9)	(5.9)	(4.4)	(4.7)	(3.3)	(6.2)	(4.2)	(5.1)	(5.4)	(3.4)	(6.5)	(8.3)
Number of respondents	451	131	172	95	348	101	153	163	135	247	114	80
Average GPA for students receiving grades:*												
As a whole	1.7	1.5	1.9	2.0	1.7	1.7	1.7	1.6	1.9	1.8	1.6	1.4
	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.2)	(0.2)
In grades 7 or 8	1.8	1.8	2.1	---	1.9	---	1.8	---	---	1.9	---	---
	(0.1)	(0.3)	(0.2)		(0.1)		(0.1)			(0.1)		
In grades 9 or 10	1.5	1.3	1.5	1.9	1.5	1.5	1.7	1.2	1.2	1.7	0.8	0.8
	(0.1)	(0.2)	(0.2)	(0.1)	(0.1)	(0.2)	(0.1)	(0.1)	(0.4)	(0.1)	(0.2)	(0.4)
In grades 11 or 12	2.1	1.9	2.1	2.2	2.0	2.2	---	2.1	2.0	2.1	2.2	1.8
	(0.1)	(0.2)	(0.1)	(0.2)	(0.1)	(0.2)		(0.1)	(0.1)	(0.2)	(0.1)	(0.2)
Number of respondents	447	129	170	95	345	100	153	160	134	246	113	79
Percentage receiving grades who received 1 or more failing grades in most recent school year:*												
As a whole	43.9	53.3	40.9	39.3	46.0	36.9	46.6	48.9	31.0	45.6	41.6	38.4
	(3.1)	(5.8)	(5.1)	(6.5)	(3.5)	(6.4)	(5.2)	(5.2)	(5.3)	(4.1)	(6.2)	(7.5)
In grades 7 or 8	39.9	42.3	27.5	52.5	32.5	64.0	42.2	---	---	45.6	---	---
	(8.3)	(14.4)	(15.7)	(16.3)	(9.0)	(17.5)	(8.7)			(9.8)		
In grades 9 or 10	56.0	66.2	52.0	43.6	60.4	40.7	51.5	63.4	46.0	51.4	70.9	61.9
	(4.8)	(7.8)	(8.6)	(9.7)	(5.3)	(10.2)	(6.6)	(7.0)	(16.3)	(5.5)	(11.4)	(15.7)
In grades 11 or 12	32.7	40.7	33.5	25.7	35.6	22.8	---	32.6	32.7	42.0	26.0	28.5
	(4.8)	(10.9)	(6.9)	(9.6)	(5.6)	(8.9)		(7.8)	(6.3)	(9.3)	(7.1)	(9.0)
Number of respondents	504	144	184	104	387	115	166	174	164	271	130	94

* See Appendix for percentage of students that had graded classes.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 368: SECONDARY SCHOOL EDUCATIONAL ACHIEVEMENT OF YOUTH WITH EMOTIONAL DISTURBANCES

Secondary School Achievement	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage receiving grades with secondary school grade point average (GPA) of:*									
3.25 or higher	1.6	6.3	3.1	2.1	3.9	0.0	2.7	1.8	7.7
	(2.0)	(3.4)	(1.9)	(2.4)	(1.7)	(0.0)	(2.1)	(1.8)	(3.6)
2.75 to 3.24	12.6	6.3	9.6	2.8	10.9	17.3	9.9	12.3	5.2
	(5.3)	(3.4)	(3.2)	(2.8)	(2.7)	(13.1)	(3.9)	(4.4)	(3.0)
2.25 to 2.74	16.2	18.5	21.9	7.3	20.9	17.0	13.3	25.1	19.0
	(5.9)	(5.4)	(4.4)	(4.4)	(3.5)	(13.0)	(4.4)	(5.8)	(5.3)
1.75 to 2.24	26.6	22.7	21.5	21.9	25.9	10.9	24.8	20.8	25.6
	(7.1)	(5.9)	(4.4)	(7.0)	(3.8)	(10.8)	(5.6)	(5.4)	(5.9)
1.25 to 1.74	14.3	19.7	26.7	16.7	20.5	32.4	15.8	19.8	29.7
	(5.6)	(5.6)	(4.7)	(6.4)	(3.5)	(16.2)	(4.8)	(5.3)	(6.1)
Less than 1.25	28.7	26.4	17.3	49.4	17.9	22.5	33.5	20.2	12.9
	(7.3)	(6.2)	(4.1)	(8.5)	(3.3)	(14.4)	(6.2)	(5.4)	(4.5)
Number of respondents	68	90	157	69	264	17	113	111	105
Average GPA for students receiving grades:*									
As a whole	1.7	1.7	1.9	1.2	1.9	1.7	1.6	1.8	1.9
	(0.2)	(0.1)	(0.1)	(0.2)	(0.1)	(0.3)	(0.1)	(0.1)	(0.1)
In grades 7 or 8	---	---	2.0	---	2.0	---	1.8	2.0	---
			(0.2)		(0.2)		(0.3)	(0.2)	
In grades 9 or 10	1.5	1.6	1.5	1.0	1.7	---	1.5	1.5	1.8
	(0.2)	(0.2)	(0.2)	(0.2)	(0.1)		(0.2)	(0.2)	(0.2)
In grades 11 or 12	2.5	1.7	2.1	1.6	2.2	---	2.0	2.2	2.1
	(0.2)	(0.3)	(0.1)	(0.3)	(0.1)		(0.3)	(0.2)	(0.2)
Number of respondents	67	90	157	69	262	17	112	110	105
Percentage receiving grades who received 1 or more failing grades in most recent school year:*									
As a whole	47.2	42.2	42.4	62.4	38.2	45.2	50.3	43.8	36.8
	(7.5)	(6.7)	(5.1)	(7.8)	(4.0)	(16.6)	(6.3)	(6.4)	(6.1)
In grades 7 or 8	---	---	22.6	---	33.4	---	59.2	31.6	---
			(12.1)		(10.8)		(17.7)	(16.4)	
In grades 9 or 10	58.0	46.6	60.3	74.4	47.6	---	58.0	56.5	45.2
	(10.4)	(9.5)	(8.8)	(9.6)	(6.7)		(8.6)	(10.3)	(11.0)
In grades 11 or 12	25.5	41.7	38.5	55.6	33.3	---	29.3	37.1	43.4
	(12.6)	(11.4)	(7.5)	(14.7)	(6.2)		(10.4)	(9.7)	(9.6)
Number of respondents	78	97	171	77	292	18	121	119	120

* See Appendix for percentage of students that had graded classes.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 36A: SECONDARY SCHOOL EDUCATIONAL ACHIEVEMENT OF YOUTH WITH EMOTIONAL DISTURBANCES (Continued)

		Community			Gender		Age in 1987			School Status		
Secondary School Achievement	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Of students that had graded classes in regular education, percentage receiving a failing grade*	44.6	49.0	44.6	39.6	46.3	39.1	44.6	50.0	35.7	44.7	43.1	42.2
	(3.5)	(6.6)	(5.6)	(7.0)	(4.0)	(7.3)	(5.7)	(5.9)	(6.5)	(4.6)	(7.3)	(8.5)
Number of respondents	384	110	152	89	295	87	137	135	112	215	91	71
Of students that had graded classes in special education, percentage receiving a failing grade**	25.9	36.3	20.2	14.1	26.2	25.2	22.1	35.5	15.9	23.2	33.2	25.3
	(3.0)	(6.1)	(4.6)	(5.0)	(3.5)	(6.1)	(4.8)	(5.3)	(4.7)	(3.9)	(6.7)	(7.1)
Number of respondents	413	122	146	87	315	97	134	149	130	219	104	81
Percentage absent from school:												
Fewer than 5 days	23.6	21.1	20.4	20.0	23.8	23.6	23.6	22.4	25.6	27.6	19.7	14.5
	(2.8)	(5.0)	(4.5)	(5.5)	(3.2)	(6.0)	(4.7)	(4.6)	(5.2)	(3.9)	(5.2)	(5.9)
6 to 10 days	19.6	23.7	18.9	18.3	20.7	16.5	23.9	18.2	14.6	22.4	10.4	23.6
	(2.6)	(5.2)	(4.3)	(5.3)	(3.1)	(5.2)	(4.8)	(4.2)	(4.2)	(3.6)	(4.0)	(7.1)
11 to 20 days	25.1	26.3	28.6	26.5	24.5	26.9	27.7	20.5	27.8	25.6	21.8	29.9
	(2.9)	(5.4)	(5.0)	(6.0)	(3.2)	(6.2)	(5.0)	(4.4)	(5.4)	(3.8)	(5.4)	(7.7)
21 to 30 days	13.8	9.1	15.6	21.9	14.4	12.2	12.7	16.4	12.0	12.2	17.7	12.4
	(2.3)	(3.5)	(4.0)	(5.6)	(2.7)	(4.6)	(3.7)	(4.1)	(3.9)	(2.8)	(5.0)	(5.5)
More than 30 days	17.7	19.8	16.5	13.3	16.6	20.8	12.2	22.5	20.0	12.2	30.5	19.6
	(2.5)	(4.9)	(4.1)	(4.6)	(2.8)	(5.7)	(3.6)	(4.6)	(4.8)	(2.8)	(6.0)	(6.6)
Number of respondents	447	129	161	98	344	101	146	152	149	242	120	79

* See Appendix for percentage of students that had graded classes in regular education.
** See Appendix for percentage of students that had graded classes in special education.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 36B: SECONDARY SCHOOL EDUCATIONAL ACHIEVEMENT OF YOUTH WITH EMOTIONAL DISTURBANCES (Continued)

Secondary School Achievement	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Of students that had graded classes in regular education, percentage receiving a failing grade*	43.6	38.8	45.4	60.2	39.1	---	46.6	40.9	45.9
	(8.6)	(7.5)	(5.8)	(9.5)	(4.5)		(7.1)	(7.0)	(7.2)
Number of respondents	59	72	133	51	230	14	95	93	92
Of students that had graded classes in special education, percentage receiving a failing grade**	26.3	28.6	19.8	47.5	18.6	26.2	34.4	21.6	12.3
	(7.7)	(6.5)	(4.7)	(9.0)	(3.6)	(16.2)	(6.6)	(5.7)	(4.9)
Number of respondents	57	87	133	64	236	15	100	103	87
Percentage absent from school:									
Fewer than 5 days	21.3	25.3	25.9	27.2	23.8	24.4	21.8	22.1	30.6
	(6.4)	(6.3)	(4.8)	(7.7)	(3.7)	(15.4)	(5.4)	(5.6)	(6.3)
6 to 10 days	17.2	17.1	23.5	13.4	21.2	33.2	21.3	19.8	15.6
	(5.9)	(5.4)	(4.6)	(5.9)	(3.6)	(16.9)	(5.4)	(5.4)	(5.0)
11 to 20 days	27.4	20.8	25.8	20.5	25.7	16.4	21.1	24.6	31.9
	(6.9)	(5.9)	(4.8)	(7.0)	(3.8)	(13.3)	(5.3)	(5.8)	(6.4)
21 to 30 days	17.4	7.6	12.9	8.8	14.8	7.8	17.5	12.8	7.0
	(5.9)	(3.8)	(3.7)	(4.9)	(3.1)	(9.6)	(5.0)	(4.5)	(3.5)
More than 30 days	16.7	29.2	11.9	30.2	14.5	18.2	18.3	20.7	14.8
	(5.8)	(6.6)	(3.5)	(7.9)	(3.1)	(13.8)	(5.1)	(5.5)	(4.9)
Number of respondents	73	86	152	67	263	16	114	108	102

* See Appendix for percentage of students that had graded classes in regular education.
** See Appendix for percentage of students that had graded classes in special education.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 36A: SECONDARY SCHOOL EDUCATIONAL ACHIEVEMENT OF YOUTH WITH EMOTIONAL DISTURBANCES (Concluded)

Secondary School Achievement	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Average days absent:												
As a whole	17.7	18.3	17.8	17.4	17.3	18.6	15.6	19.9	18.0	15.1	23.2	18.9
	(1.1)	(2.1)	(1.7)	(1.8)	(1.2)	(2.3)	(1.5)	(1.9)	(1.9)	(1.2)	(2.4)	(2.6)
In grades 7 or 8	17.6	14.1	---	22.7	16.6	---	16.3	---	---	16.3	---	---
	(2.3)	(3.7)		(3.1)	(2.5)		(2.2)			(2.3)		
In grades 9 or 10	18.8	21.3	18.0	16.8	18.0	21.7	15.0	22.1	28.2	15.0	34.3	---
	(1.8)	(3.3)	(3.0)	(2.6)	(1.9)	(4.3)	(2.1)	(2.9)	(6.7)	(1.7)	(4.7)	
In grades 11 or 12	16.2	16.0	16.3	15.9	16.8	13.3	---	16.2	16.3	15.7	14.1	20.0
	(1.6)	(3.5)	(2.2)	(3.3)	(1.9)	(2.6)		(2.8)	(2.0)	(3.2)	(2.1)	(3.5)
Ungraded	15.1	---	---	---	15.2	---	---	---	13.6	12.5	---	---
	(3.7)				(4.5)				(4.4)	(3.9)		
Number of respondents	444	128	160	98	341	101	146	149	149	241	118	79
Percentage of students in schools and at grade levels in which minimum competency tests were given that were exempted from tests*	22.2	15.6	16.1	32.4	23.1	19.7	22.7	20.4	24.0	18.4	22.7	43.1
	(3.6)	(5.5)	(5.3)	(9.2)	(4.3)	(6.8)	(6.9)	(5.7)	(6.0)	(4.5)	(6.8)	(10.7)
Number of respondents	273	88	97	48	203	70	68	95	110	137	80	53
Percentage taking minimum competency tests that:												
Failed	22.9	30.5	13.9	19.9	19.8	31.3	28.2	21.4	19.4	20.1	24.3	29.3
	(4.3)	(8.1)	(5.5)	(9.8)	(4.7)	(9.6)	(9.4)	(6.6)	(6.7)	(5.4)	(8.2)	(13.2)
Passed in part	40.6	40.7	37.4	47.4	43.5	32.9	53.0	42.6	24.5	49.3	24.6	28.9
	(5.1)	(8.6)	(7.8)	(12.3)	(5.9)	(9.7)	(10.4)	(8.0)	(7.3)	(6.8)	(8.3)	(13.1)
Passed fully	36.4	28.8	48.7	32.6	36.7	35.8	18.8	36.0	56.1	30.6	51.1	41.8
	(5.0)	(7.9)	(8.0)	(11.6)	(5.7)	(9.9)	(8.1)	(7.7)	(8.4)	(6.2)	(9.6)	(14.3)
Number of respondents	190	62	77	31	143	47	43	73	74	102	56	29

* See Appendix for percentage in schools and at grade levels that were subject to minimum competency tests.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 36B: SECONDARY SCHOOL EDUCATIONAL ACHIEVEMENT OF YOUTH WITH EMOTIONAL DISTURBANCES (Concluded)

Secondary School Achievement	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Average days absent:									
As a whole	18.3	20.6	14.8	21.5	16.3	17.7	18.5	18.2	15.3
	(2.4)	(2.7)	(1.5)	(3.4)	(1.3)	(6.9)	(2.2)	(2.2)	(2.1)
In grades 7 or 8	---	---	13.5	---	16.5	---	---	---	---
			(3.3)		(3.2)				
In grades 9 or 10	19.1	22.1	15.6	21.6	18.2	---	18.1	20.2	17.4
	(3.4)	(4.2)	(3.0)	(5.0)	(2.2)		(3.0)	(3.8)	(4.6)
In grades 11 or 12	15.1	19.3	14.3	18.8	14.4	---	18.4	12.0	17.4
	(4.1)	(4.3)	(1.9)	(6.5)	(1.6)		(4.1)	(2.1)	(2.8)
Ungraded	---	---	---	---	11.1	---	---	---	---
					(4.2)				
Number of respondents	72	86	151	67	260	16	113	106	102
Percentage of students in schools and at grade levels in which minimum competency tests were given that were exempted from tests*	19.2	31.1	11.4	26.5	20.8	---	28.8	11.3	15.5
	(7.7)	(8.6)	(4.5)	(9.1)	(4.7)		(7.5)	(5.9)	(6.1)
Number of respondents	47	51	95	49	158	13	72	62	70
Percentage taking minimum competency tests that:									
Failed	24.7	15.3	20.1	20.9	19.1	---	25.1	11.5	19.4
	(9.9)	(8.4)	(6.2)	(10.8)	(5.2)		(8.9)	(6.8)	(7.3)
Passed in part	52.4	50.9	27.0	60.1	41.9	---	47.7	61.2	21.0
	(11.5)	(11.7)	(6.9)	(13.0)	(6.5)		(10.2)	(10.4)	(7.6)
Passed fully	22.9	33.8	52.9	19.0	39.0	---	27.2	27.3	59.6
	(9.7)	(11.1)	(7.8)	(10.4)	(6.4)		(9.1)	(9.5)	(9.1)
Number of respondents	34	33	75	28	119	10	48	46	57

* See Appendix for percentage in schools and at grade levels that were subject to minimum competency tests.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 37A: SECONDARY SCHOOL COMPLETION OF YOUTH WITH EMOTIONAL DISTURBANCES

School Completion	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage out-of-school youth who:*												
Graduated	41.7	41.4	56.7	40.4	39.3	47.7	---	26.1	60.2	---	50.5	30.5
	(4.0)	(8.8)	(6.5)	(8.8)	(4.5)	(8.3)		(5.9)	(4.9)		(5.5)	(5.5)
Dropped out	49.5	47.3	38.0	55.2	50.0	48.1	---	70.2	28.2	---	43.1	57.7
	(4.0)	(8.9)	(6.4)	(8.9)	(4.6)	(8.3)		(6.2)	(4.5)		(5.4)	(5.9)
Were suspended expelled	5.3	7.9	3.8	3.1	6.5	2.2	---	3.7	4.7	---	5.4	5.1
	(1.8)	(4.8)	(2.5)	(3.1)	(2.3)	(2.4)		(2.5)	(2.1)		(2.5)	(2.6)
Reached age limit	3.5	3.4	1.5	1.2	4.2	2.0	---	0.0	6.9	---	1.0	6.7
	(1.5)	(3.2)	(1.6)	(2.0)	(1.8)	(2.3)		(0.0)	(2.6)		(1.1)	(3.0)
Number of respondents	335	70	122	60	250	83	13	106	216	0	170	164
Percentage of graduates receiving a regular diploma	87.1	81.9	93.9	84.5	85.3	91.6	---	89.3	86.3	---	84.0	93.0
	(4.5)	(12.1)	(4.5)	(11.9)	(5.5)	(7.4)		(9.7)	(5.3)		(6.4)	(6.0)
Number of respondents	110	20	57	17	81	28	1	19	90	0	67	42
Percentage of dropouts whose parents reported they left school because:												
Not doing well in school	19.1	24.4	44.0	8.3	23.1	7.7	---	18.7	21.9	---	22.4	15.5
	(5.8)	(12.6)	(13.7)	(9.3)	(7.0)	(8.5)		(7.6)	(10.4)		(8.8)	(8.1)
Didn't like school/bored	32.3	29.7	23.3	45.4	33.9	27.7	---	38.4	22.1	---	22.1	43.4
	(6.9)	(12.4)	(11.7)	(16.8)	(7.8)	(14.2)		(9.4)	(10.4)		(8.7)	(11.0)
Had behavior problems	26.8	30.9	31.5	31.1	29.3	19.5	---	22.6	18.6	---	24.4	29.3
	(6.5)	(13.5)	(12.8)	(15.7)	(7.5)	(12.5)		(8.1)	(9.8)		(9.1)	(10.1)
Needed/found a job	5.0	0.0	2.3	9.4	6.7	0.0	---	7.6	1.9	---	4.5	5.4
	(3.2)	(0.0)	(4.2)	(9.9)	(4.1)	(0.0)		(5.1)	(3.5)		(4.4)	(5.0)
Got married/had a child	5.8	3.9	0.0	5.8	0.0	22.5	---	9.3	1.3	---	1.8	10.1
	(3.4)	(5.6)	(0.0)	(7.9)	(0.0)	(13.2)		(5.6)	(2.9)		(2.8)	(6.7)
Didn't get into program wanted	1.2	3.6	0.0	0.0	1.2	1.3	---	0.9	2.5	---	1.7	0.7
	(1.6)	(5.4)	(0.0)	(0.0)	(1.8)	(3.6)		(1.9)	(3.9)		(2.7)	(1.9)
Illness or disability	6.9	3.3	0.7	8.0	6.2	9.2	---	3.6	9.2	---	7.4	6.4
	(3.7)	(5.2)	(2.3)	(9.2)	(4.0)	(9.2)		(3.6)	(7.2)		(5.5)	(5.5)
Moved	0.7	0.0	0.0	0.0	0.9	0.0	---	0.0	0.0	---	1.3	0.0
	(1.2)	(0.0)	(0.0)	(0.0)	(1.6)	(0.0)		(0.0)	(0.0)		(2.4)	(0.0)
Friends were dropping out	0.0	0.0	0.0	0.0	0.0	0.0	---	0.0	0.0	---	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)		(0.0)	(0.0)		(0.0)	(0.0)
Other	28.0	21.5	28.9	31.3	27.4	29.9	---	29.3	35.3	---	31.7	24.0
	(6.6)	(12.0)	(12.5)	(15.7)	(7.4)	(14.5)		(8.8)	(12.0)		(9.8)	(9.5)
Number of respondents	92	23	26	16	72	20	8	50	34	0	46	46
Percentage of dropouts expected by parents to finish secondary school	27.5	17.3	32.2	40.4	31.5	16.8	---	18.1	21.8	---	35.0	20.5
	(6.6)	(11.3)	(12.7)	(16.1)	(7.7)	(12.5)		(7.7)	(10.1)		(10.4)	(8.9)
Number of respondents	90	22	27	17	72	18	7	47	36	0	43	47

* See Appendix for percentage of youth who were out of secondary school

Source: Parent interviews and students' school records

Table 37B: SECONDARY SCHOOL COMPLETION OF YOUTH WITH EMOTIONAL DISTURBANCES

School Completion	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage out-of-school youth who:*									
Graduated	27.9	39.3	65.3	27.5	46.0	---	34.7	41.2	60.1
	(8.3)	(8.0)	(6.3)	(8.5)	(5.2)		(7.5)	(7.9)	(7.5)
Dropped out	58.7	51.1	30.1	58.2	44.7	---	55.8	47.5	32.5
	(9.1)	(8.2)	(6.1)	(9.4)	(5.2)		(7.8)	(8.0)	(7.1)
Were suspended expelled	7.4	6.3	1.9	8.9	5.1	---	6.7	5.4	3.7
	(4.8)	(4.0)	(1.8)	(5.4)	(2.3)		(3.9)	(3.6)	(2.9)
Reached age limit	5.9	3.3	2.7	5.4	4.2	---	2.8	5.9	3.8
	(4.4)	(2.9)	(2.1)	(4.3)	(2.1)		(2.6)	(3.8)	(2.9)
Number of respondents	60	71	112	63	202	11	89	85	82
Percentage of graduates receiving a regular diploma	---	87.6	84.5	---	91.5	---	89.7	84.9	89.3
		(10.3)	(7.1)		(4.7)		(9.3)	(10.1)	(7.3)
Number of respondents	11	18	48	12	69	5	21	25	35
Percentage of dropouts whose parents reported they left school because:									
Not doing well in school	11.9	21.5	31.8	17.4	21.4	---	14.2	26.7	23.0
	(9.0)	(10.7)	(11.5)	(12.0)	(7.0)		(8.9)	(11.4)	(11.5)
Didn't like school/bored	28.6	28.7	33.2	16.4	37.4	---	26.9	41.3	31.6
	(12.5)	(11.8)	(11.6)	(11.7)	(8.2)		(11.3)	(12.7)	(12.8)
Had behavior problems	34.4	37.1	10.8	27.1	29.0	---	25.1	23.2	35.1
	(13.1)	(12.6)	(7.7)	(14.1)	(7.7)		(11.1)	(10.9)	(13.1)
Needed/found a job	7.9	0.0	8.7	0.0	7.2	---	8.9	1.8	2.9
	(7.4)	(0.0)	(7.0)	(0.0)	(4.4)		(7.3)	(3.4)	(4.6)
Got married/had a child	9.1	3.9	0.0	14.5	1.4	---	6.3	6.9	5.2
	(7.9)	(5.1)	(0.0)	(11.2)	(2.0)		(6.2)	(6.5)	(6.1)
Didn't get into program wanted	0.0	0.0	6.1	0.0	1.8	---	0.0	0.0	6.6
	(0.0)	(0.0)	(5.9)	(0.0)	(2.2)		(0.0)	(0.0)	(6.8)
Illness or disability	9.6	6.3	6.3	9.2	6.7	---	10.8	0.6	5.9
	(8.1)	(6.3)	(6.0)	(9.2)	(4.3)		(7.9)	(1.9)	(6.5)
Moved	0.0	0.0	3.4	0.0	1.0	---	0.0	0.0	3.7
	(0.0)	(0.0)	(4.4)	(0.0)	(1.7)		(0.0)	(0.0)	(5.2)
Friends were dropping out	0.0	0.0	0.0	0.0	0.0	---	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)		(0.0)	(0.0)	(0.0)
Other	24.2	20.7	45.5	30.3	26.1	---	26.6	29.9	26.1
	(11.8)	(10.6)	(12.3)	(14.6)	(7.5)		(11.3)	(11.8)	(12.1)
Number of respondents	24	26	30	20	69	1	30	30	26
Percentage of dropouts expected by parents to finish secondary school	27.2	32.1	26.2	16.6	34.0	---	22.3	32.4	30.4
	(12.0)	(12.2)	(11.2)	(11.8)	(8.2)		(10.0)	(12.7)	(13.1)
Number of respondents	25	26	28	20	67	1	34	27	24

* See Appendix for percentage of youth who were out of secondary school

Source: Parent interviews and students' school records

Table 38A: RESIDENTIAL INDEPENDENCE OF YOUTH WITH EMOTIONAL DISTURBANCES

Residential Independence Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage living:												
With parent(s)	83.4	85.7	88.7	88.2	84.9	78.8	88.0	82.4	78.0	88.8	81.6	65.9
	(2.1)	(3.7)	(3.0)	(4.1)	(2.3)	(4.8)	(3.2)	(3.5)	(4.1)	(2.3)	(4.6)	(6.3)
Alone	1.4	0.3	0.9	2.2	1.4	1.5	0.0	2.4	2.0	0.9	2.8	1.6
	(0.7)	(0.6)	(0.9)	(1.9)	(0.7)	(1.4)	(0.0)	(1.4)	(1.4)	(0.7)	(1.9)	(1.7)
With spouse/roommate	3.2	1.6	3.0	2.7	2.1	6.6	0.0	3.8	7.1	0.4	4.7	11.2
	(1.0)	(1.3)	(1.6)	(2.0)	(0.9)	(2.9)	(0.0)	(1.7)	(2.6)	(0.4)	(2.5)	(4.2)
With other family member	4.2	6.0	3.8	3.8	3.7	5.6	4.3	4.3	3.7	3.8	3.2	7.4
	(1.1)	(2.5)	(1.8)	(2.4)	(1.2)	(2.7)	(2.0)	(1.9)	(1.9)	(1.4)	(2.1)	(3.4)
In a residential/boarding school (not a college)	1.4	0.9	0.6	1.2	1.5	1.3	1.4	1.2	1.9	2.2	0.4	0.0
	(0.7)	(1.0)	(0.7)	(1.4)	(0.8)	(1.3)	(1.2)	(1.0)	(1.4)	(1.1)	(0.8)	(0.0)
In a college dormitory	0.0	1.4	0.8	1.1	1.6	1.9	1.8	1.6	1.7	1.9	0.7	2.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
In a group home	1.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.7)	(1.2)	(0.8)	(1.3)	(0.8)	(1.6)	(1.3)	(1.1)	(1.3)	(1.0)	(1.0)	(1.9)
In a mental health facility or hospital/institution for the disabled	2.3	1.9	0.8	0.0	2.2	2.4	3.0	0.8	3.4	0.9	3.5	6.1
	(0.8)	(1.4)	(0.8)	(0.0)	(0.9)	(1.8)	(1.7)	(0.8)	(1.8)	(0.7)	(2.2)	(3.2)
In a correctional facility	1.4	1.5	0.8	0.7	1.4	1.4	1.4	1.8	0.7	0.9	1.5	3.5
	(0.7)	(1.3)	(0.8)	(1.1)	(0.7)	(1.4)	(1.2)	(1.2)	(0.8)	(0.7)	(1.4)	(2.4)
Other	1.0	0.7	0.6	0.0	1.2	0.5	0.0	1.8	1.4	0.2	1.6	2.3
	(0.6)	(0.9)	(0.7)	(0.0)	(0.7)	(0.8)	(0.0)	(1.2)	(1.2)	(0.3)	(1.5)	(2.0)
Number of respondents	643	176	225	118	497	146	191	232	220	346	149	139
Percentage of institutionalized youth who have been in institutions:												
Less than 6 months	40.7	---	---	---	49.1	---	---	---	---	---	---	---
	(12.5)				(14.5)							
6 to 12 months	27.0	---	---	---	24.6	---	---	---	---	---	---	---
	(11.3)				(12.5)							
13 to 36 months	27.2	---	---	---	26.3	---	---	---	---	---	---	---
	(11.3)				(12.8)							
> 36 months	5.1	---	---	---	0.0	---	---	---	---	---	---	---
	(5.6)				(0.0)							
Number of respondents	32	9	5	2	25	7	10	9	13	11	8	13
Percentage making alterations to home to accommodate disability	0.1	0.2	0.0	0.0	0.0	0.2	0.0	0.0	0.2	0.0	0.2	0.0
	(0.1)	(0.4)	(0.0)	(0.0)	(0.0)	(0.5)	(0.0)	(0.0)	(0.5)	(0.0)	(0.6)	(0.0)
Number of respondents	624	178	221	114	480	144	188	226	210	342	148	134

Source: Parent interviews.

Table 388: RESIDENTIAL INDEPENDENCE OF YOUTH WITH EMOTIONAL DISTURBANCES

Residential Independence Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage living:									
With parent(s)	83.5	84.3	89.1	79.9	84.9	85.6	85.4	87.8	82.9
	(4.3)	(3.7)	(2.6)	(4.9)	(2.4)	(9.1)	(3.4)	(3.4)	(3.8)
Alone	1.9	0.0	1.9	2.1	1.1	0.0	1.8	1.7	0.4
	(1.6)	(0.0)	(1.2)	(1.7)	(0.7)	(0.0)	(1.3)	(1.3)	(0.6)
With spouse/roommate	1.9	3.7	3.2	1.9	2.6	6.8	1.6	3.2	4.5
	(1.6)	(1.9)	(1.5)	(1.7)	(1.1)	(6.5)	(1.2)	(1.8)	(2.1)
With other family member	5.5	6.4	1.1	7.5	3.5	1.2	5.2	2.7	5.4
	(2.7)	(2.5)	(0.9)	(3.2)	(1.2)	(2.8)	(2.2)	(1.7)	(2.3)
In a residential/boarding school (not a college)	1.4	1.3	1.2	0.0	2.2	0.0	0.7	0.9	3.1
	(1.4)	(1.2)	(0.9)	(0.0)	(1.0)	(0.0)	(0.8)	(1.0)	(1.7)
In a college dormitory	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
In a group home	0.7	2.9	0.7	0.4	2.4	0.0	0.9	2.1	1.3
	(1.0)	(1.7)	(0.7)	(0.8)	(1.0)	(0.0)	(0.9)	(1.5)	(1.1)
In a mental health facility or hospital/institution for the disabled	2.6	0.0	0.5	6.7	0.8	2.3	2.2	0.5	0.0
	(1.9)	(0.0)	(0.6)	(3.0)	(0.6)	(3.9)	(1.4)	(0.7)	(0.0)
In a correctional facility	2.4	1.4	0.0	1.4	1.6	0.0	2.2	0.6	0.5
	(1.8)	(1.2)	(0.0)	(1.4)	(0.8)	(0.0)	(1.4)	(0.8)	(0.7)
Other	0.0	0.0	2.1	0.0	0.9	4.1	0.0	0.5	1.8
	(0.0)	(0.0)	(1.2)	(0.2)	(0.6)	(5.1)	(0.0)	(0.7)	(1.3)
Number of respondents	134	169	253	134	453	29	206	184	193
Percentage of institutionalized youth who have been in institutions:									
Less than 6 months	---	---	---	---	34.0 (15.0)	---	---	---	---
6 to 12 months	---	---	---	---	27.7 (14.2)	---	---	---	---
13 to 36 months	---	---	---	---	37.2 (15.3)	---	---	---	---
> 36 months	---	---	---	---	1.1 (3.3)	---	---	---	---
Number of respondents	7	8	3	10	21	1	8	7	4
Percentage making alterations to home to accommodate disability	0.0	0.0	0.2	0.0	0.1	0.0	0.0	0.0	0.2
	(0.0)	(0.0)	(0.4)	(0.0)	(0.2)	(0.0)	(0.0)	(0.0)	(0.4)
Number of respondents	136	171	256	132	453	30	208	186	195

Source: Parent interviews.

Table 39A: HOME-CARE INDEPENDENCE OF YOUTH WITH EMOTIONAL DISTURBANCES

Home-Care Independence	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage fixing own breakfast or lunch:												
Always	35.1	35.9	37.9	29.4	34.7	36.4	28.0	41.9	36.2	31.2	46.9	36.4
	(3.0)	(4.9)	(4.7)	(6.1)	(3.4)	(6.4)	(4.7)	(5.1)	(5.7)	(3.7)	(6.7)	(8.3)
Usually	23.6	25.5	22.4	21.7	21.4	30.4	23.4	23.1	24.8	24.4	20.6	23.9
	(2.7)	(4.5)	(4.1)	(5.5)	(3.0)	(6.1)	(4.4)	(4.4)	(5.2)	(3.4)	(5.4)	(7.4)
Sometimes	35.0	31.8	34.1	42.3	37.7	26.6	37.5	31.1	37.5	36.6	31.2	32.8
	(3.0)	(4.8)	(4.6)	(6.6)	(3.5)	(5.9)	(5.1)	(4.8)	(5.8)	(3.8)	(6.2)	(8.1)
Never	6.3	6.8	5.6	6.6	6.2	6.6	11.2	3.9	1.5	7.7	1.3	6.9
	(1.5)	(2.6)	(2.3)	(3.3)	(1.7)	(3.3)	(3.3)	(2.0)	(1.4)	(2.1)	(1.5)	(4.4)
Number of respondents	501	183	212	106	388	113	166	178	157	298	118	85
Percentage buying items from a store on his/her own:												
Always	23.6	26.9	22.4	19.1	20.5	33.7	22.2	24.8	24.0	19.0	34.2	31.6
	(2.7)	(4.6)	(4.1)	(5.3)	(2.9)	(6.3)	(4.3)	(4.5)	(5.1)	(3.1)	(6.3)	(8.1)
Usually	15.3	15.1	17.0	13.2	15.5	14.7	15.6	11.3	21.8	15.1	19.4	9.5
	(2.3)	(3.7)	(3.7)	(4.6)	(2.6)	(4.7)	(3.8)	(3.3)	(4.9)	(2.8)	(5.3)	(5.1)
Sometimes	48.3	45.3	46.9	56.0	50.3	41.8	49.7	49.2	43.9	53.0	36.3	41.8
	(3.2)	(5.1)	(4.9)	(6.7)	(3.6)	(6.6)	(5.2)	(5.2)	(5.9)	(3.9)	(6.4)	(8.6)
Never	12.9	12.8	13.7	11.8	13.8	9.9	12.5	14.7	10.4	12.9	10.1	17.1
	(2.1)	(3.4)	(3.4)	(4.3)	(2.5)	(4.0)	(3.5)	(3.7)	(3.7)	(2.7)	(4.0)	(6.5)
Number of respondents	496	182	210	104	385	111	165	176	155	296	117	83
Percentage doing laundry:												
Always	18.8	21.1	22.2	9.3	15.2	30.2	12.2	26.2	18.0	13.9	31.5	24.2
	(2.5)	(4.2)	(4.1)	(3.9)	(2.6)	(6.1)	(3.4)	(4.6)	(4.6)	(2.7)	(6.2)	(7.4)
Usually	8.6	7.2	10.2	8.9	6.2	16.3	4.9	9.5	14.2	7.5	8.7	15.2
	(1.8)	(2.7)	(3.0)	(3.8)	(1.7)	(4.9)	(2.3)	(3.0)	(4.2)	(2.1)	(3.8)	(6.2)
Sometimes	38.5	35.3	39.0	43.7	38.6	38.4	37.5	39.5	38.7	40.7	32.9	36.3
	(3.1)	(4.9)	(4.8)	(6.6)	(3.5)	(6.5)	(5.1)	(5.1)	(5.8)	(3.9)	(6.3)	(8.3)
Never	34.1	36.3	28.6	38.1	40.0	15.0	45.4	24.8	29.1	38.0	26.9	24.3
	(3.0)	(5.0)	(4.4)	(6.5)	(3.5)	(4.8)	(5.2)	(4.5)	(5.4)	(3.8)	(5.9)	(7.4)
Number of respondents	501	183	212	106	388	113	166	178	157	298	118	85

Source: Parent interviews. Items apply only to youth still living with the parent/guardian. See Table 38.

Table 39B: HOME-CARE INDEPENDENCE OF YOUTH WITH EMOTIONAL DISTURBANCES

Home-Care Independence	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage fixing own breakfast or lunch:									
Always	31.7	37.4	33.5	34.9	34.7	45.9	36.8	37.3	28.4
	(6.0)	(5.4)	(4.3)	(6.6)	(3.5)	(14.2)	(5.1)	(5.4)	(5.0)
Usually	19.0	22.2	31.6	17.9	25.6	14.8	19.8	25.2	30.1
	(5.0)	(4.7)	(4.2)	(5.3)	(3.2)	(10.2)	(4.2)	(4.9)	(5.0)
Sometimes	39.5	34.9	30.4	39.7	33.7	32.0	36.8	31.3	35.6
	(6.3)	(5.4)	(4.2)	(6.8)	(3.5)	(13.3)	(5.1)	(5.2)	(5.3)
Never	9.8	5.5	4.5	7.4	6.0	7.4	6.7	6.1	5.9
	(3.8)	(2.6)	(1.9)	(3.7)	(1.7)	(7.5)	(2.6)	(2.7)	(2.6)
Number of respondents	109	140	220	102	368	24	177	155	160
Percentage buying items from a store on his/her own:									
Always	29.2	18.4	21.2	30.6	20.6	22.7	30.0	18.1	18.2
	(5.9)	(4.3)	(3.7)	(6.5)	(3.0)	(12.0)	(4.9)	(4.3)	(4.2)
Usually	11.1	14.6	20.7	10.7	18.5	1.9	8.2	22.1	17.7
	(4.1)	(4.0)	(3.7)	(4.3)	(2.9)	(3.9)	(2.9)	(4.7)	(4.2)
Sometimes	46.0	52.3	48.9	41.9	49.9	53.7	46.1	50.3	52.0
	(6.5)	(5.6)	(4.5)	(6.9)	(3.7)	(14.3)	(5.3)	(5.6)	(5.5)
Never	13.6	14.7	9.2	16.8	11.0	21.7	15.6	9.5	12.2
	(4.5)	(4.0)	(2.6)	(5.2)	(2.3)	(11.8)	(3.9)	(3.3)	(3.6)
Number of respondents	107	140	219	101	364	24	173	155	159
Percentage doing laundry:									
Always	18.8	19.1	19.0	33.5	14.3	17.6	16.6	17.9	21.7
	(5.0)	(4.4)	(3.6)	(6.6)	(2.6)	(10.9)	(3.9)	(4.3)	(4.5)
Usually	6.5	8.9	12.7	5.5	9.3	5.4	6.0	7.6	14.9
	(3.2)	(3.2)	(3.0)	(3.2)	(2.1)	(6.5)	(2.5)	(3.0)	(3.9)
Sometimes	38.9	40.5	36.9	44.1	38.2	13.9	39.9	41.4	36.3
	(6.3)	(5.5)	(4.4)	(6.9)	(3.6)	(9.9)	(5.2)	(5.5)	(5.3)
Never	35.8	31.5	31.4	16.9	38.2	63.1	37.5	33.0	27.0
	(6.2)	(5.2)	(4.2)	(5.2)	(3.6)	(13.8)	(5.1)	(5.3)	(4.9)
Number of respondents	109	140	220	102	368	24	177	155	160

Source: Parent interviews. Items apply only to youth still living with the parent/guardian. See Table 38.

Table 39A: HOME-CARE INDEPENDENCE OF YOUTH WITH EMOTIONAL DISTURBANCES (Concluded)

Home-Care Independence	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage straightening up own living area:												
Always	33.5	32.1	37.2	30.7	31.9	38.6	32.9	32.3	36.9	34.8	29.6	33.0
	(3.0)	(4.8)	(4.7)	(6.2)	(3.4)	(6.5)	(4.9)	(4.9)	(5.8)	(3.8)	(6.1)	(8.1)
Usually	13.9	14.5	15.0	11.2	14.2	13.1	12.6	17.7	9.6	13.3	17.9	10.7
	(2.2)	(3.6)	(3.5)	(4.2)	(2.5)	(4.5)	(3.5)	(4.0)	(3.5)	(2.7)	(5.1)	(5.3)
Sometimes	40.3	38.9	37.0	47.6	40.6	39.3	40.1	39.8	41.4	39.9	43.4	37.0
	(3.1)	(5.0)	(4.7)	(6.7)	(3.5)	(6.5)	(5.1)	(5.1)	(5.9)	(3.9)	(6.6)	(8.3)
Never	12.3	14.4	10.9	10.5	13.3	9.0	14.4	10.2	12.1	12.0	9.1	19.4
	(2.1)	(3.6)	(3.0)	(4.1)	(2.4)	(3.8)	(3.7)	(3.1)	(3.9)	(2.6)	(3.8)	(6.8)
Number of respondents	501	183	212	106	388	113	166	178	157	298	118	85
Average overall home-care independence score:*												
4 to 8	28.0	28.3	22.7	35.2	31.5	16.5	36.7	22.1	21.9	30.0	21.4	27.9
	(2.9)	(4.7)	(4.1)	(6.4)	(3.4)	(5.0)	(5.0)	(4.3)	(5.0)	(3.6)	(5.5)	(7.8)
9 to 12	52.8	52.6	54.4	51.0	52.7	53.3	47.8	56.5	55.8	54.6	51.3	45.2
	(3.2)	(5.2)	(4.9)	(6.7)	(3.6)	(6.7)	(5.2)	(5.2)	(6.0)	(3.9)	(6.7)	(8.7)
13 to 15	14.2	12.5	18.9	10.3	11.8	22.0	11.1	15.7	17.4	11.1	22.7	17.4
	(2.2)	(3.4)	(3.8)	(4.1)	(2.3)	(5.5)	(3.3)	(3.8)	(4.5)	(2.5)	(5.6)	(6.6)
16	5.0	6.6	4.0	3.5	4.0	8.1	4.4	5.7	5.0	4.3	4.6	9.6
	(1.4)	(2.6)	(1.9)	(2.5)	(1.4)	(3.7)	(2.1)	(2.4)	(2.6)	(1.6)	(2.8)	(5.1)
Number of respondents	496	182	210	104	385	111	165	176	155	296	117	83

* The home-care independence scale is formed by summing responses to the items related to shopping, cleaning, fixing meals, and doing laundry, which were assigned a value ranging from 1 (youth were reported to do it "never") to 4 (youth were reported to do it "always"). Summing the items produces a scale with values from 4 to 16.

Source: Parent interviews. Items apply only to youth still living with the parent/guardian. See Table 38.

Table 39B: HOME-CARE INDEPENDENCE OF YOUTH WITH EMOTIONAL DISTURBANCES (Concluded)

Home-Care Independence	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage straightening up own living area:									
Always	38.6	25.8	32.5	40.3	30.4	48.1	29.5	33.8	37.4
	(6.3)	(4.9)	(4.2)	(6.8)	(3.4)	(14.3)	(4.8)	(5.3)	(5.3)
Usually	12.2	14.0	17.6	9.4	16.8	0.0	16.3	13.0	12.2
	(4.2)	(3.9)	(3.5)	(4.1)	(2.7)	(0.0)	(3.9)	(3.8)	(3.6)
Sometimes	35.8	45.9	40.9	38.3	40.1	40.0	41.6	42.3	36.8
	(6.2)	(5.6)	(4.5)	(6.8)	(3.6)	(14.0)	(5.2)	(5.6)	(5.3)
Never	13.4	14.3	9.0	12.0	12.7	11.9	12.7	10.8	13.6
	(4.4)	(3.9)	(2.6)	(4.5)	(2.4)	(9.3)	(3.5)	(3.5)	(3.8)
Number of respondents	109	140	220	102	368	24	177	155	160
Average overall home-care independence score:*									
4 to 8	28.6	31.7	24.0	24.5	28.2	38.1	30.0	26.9	23.8
	(5.9)	(5.2)	(3.9)	(6.0)	(3.3)	(13.9)	(4.9)	(5.0)	(4.7)
9 to 12	52.0	53.2	54.1	51.3	53.9	40.8	50.9	52.9	59.5
	(6.5)	(5.6)	(4.5)	(7.0)	(3.7)	(14.0)	(5.3)	(5.6)	(5.4)
13 to 15	13.5	11.8	16.9	12.5	15.3	13.6	14.6	16.0	12.9
	(4.4)	(3.6)	(3.4)	(4.6)	(2.6)	(9.8)	(3.7)	(4.1)	(3.7)
16	5.9	3.3	5.0	11.7	2.6	7.5	4.6	4.2	3.8
	(3.1)	(2.0)	(2.0)	(4.5)	(1.2)	(7.5)	(2.2)	(2.3)	(2.1)
Number of respondents	107	140	219	101	364	24	173	155	159

* The home-care independence scale is formed by summing responses to the items related to shopping, cleaning, fixing meals, and doing laundry, which were assigned a value ranging from 1 (youth were reported to do it "never") to 4 (youth were reported to do it "always"). Summing the items produces a scale with values from 4 to 16.

Source: Parent interviews. Items apply only to youth still living with the parent/guardian. See Table 38.

Table 40A: FINANCIAL INDEPENDENCE OF YOUTH WITH EMOTIONAL DISTURBANCES

Financial Independence	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage of in-school youth receiving allowance or other money they control	79.0	79.9	80.5	73.7	81.1	71.5	84.5	71.4	76.1	79.0	---	---
	(3.1)	(5.2)	(5.3)	(7.2)	(3.4)	(7.3)	(3.7)	(5.4)	(11.0)	(3.0)		
Number of respondents	335	115	111	68	259	76	172	131	32	335	0	0
Percentage of out-of-school youth who had:												
Savings account	33.4	22.5	45.0	42.0	35.6	28.2	---	31.3	35.1	---	39.7	27.4
	(4.9)	(10.9)	(8.0)	(12.4)	(5.8)	(9.5)		(8.9)	(6.2)		(7.6)	(6.9)
Checking account	5.1	2.1	5.7	12.4	6.8	1.0	---	6.8	4.0	---	4.8	5.3
	(2.3)	(3.7)	(3.7)	(8.3)	(3.0)	(2.1)		(4.8)	(2.5)		(3.3)	(3.5)
Other investments	0.8	0.0	2.3	0.0	1.1	0.0	---	0.0	1.3	---	0.0	1.5
	(0.9)	(0.0)	(2.4)	(0.0)	(1.3)	(0.0)		(0.0)	(1.4)		(0.0)	(1.9)
Credit card in own name	5.0	5.5	5.4	5.7	5.2	4.6	---	1.9	7.0	---	2.9	7.0
	(2.3)	(5.9)	(3.6)	(5.8)	(2.6)	(4.4)		(2.7)	(3.2)		(2.6)	(3.8)
None of these	58.1	74.5	41.3	45.7	55.6	63.8	---	60.0	56.3	---	54.2	61.6
	(5.1)	(11.2)	(7.8)	(12.5)	(5.9)	(9.9)		(9.4)	(6.2)		(7.7)	(7.3)
Number of respondents	180	29	76	29	135	45	1	50	128	0	84	96
Percentage of out-of-school youth living independently who received financial support from family for living expenses	21.3	---	---	---	22.7	---	---	---	18.6	---	---	8.1
	(9.6)				(12.0)				(11.0)			(7.9)
Number of respondents	36	4	11	6	24	12	0	9	27	0	9	27

Source: Parent interviews. See Appendix for percentage of youth that were in secondary school or out of secondary school.

Table 40B: FINANCIAL INDEPENDENCE OF YOUTH WITH EMOTIONAL DISTURBANCES

Financial Independence	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage of in-school youth receiving allowance or other money they control	73.8	76.5	85.0	78.7	80.6	62.7	74.9	78.6	84.5
	(7.0)	(5.7)	(4.0)	(7.1)	(3.5)	(15.6)	(5.7)	(5.8)	(4.8)
Number of respondents	72	98	142	68	247	19	114	101	112
Percentage of out-of-school youth who had:									
Savings account	10.2	26.1	56.2	13.2	43.4	---	15.6	39.1	47.7
	(7.0)	(8.6)	(7.1)	(8.2)	(6.0)		(7.2)	(9.1)	(8.7)
Checking account	6.4	3.2	6.3	6.7	5.1	---	0.0	3.9	8.0
	(5.7)	(3.5)	(3.5)	(6.1)	(2.7)		(0.0)	(3.6)	(4.7)
Other investments	0.0	0.0	2.2	0.0	1.1	---	0.0	1.3	1.3
	(0.0)	(0.0)	(2.1)	(0.0)	(1.3)		(0.0)	(2.1)	(2.0)
Credit card in own name	0.0	6.2	7.6	1.8	6.8	---	4.5	7.0	2.4
	(0.0)	(4.8)	(3.8)	(3.1)	(3.0)		(4.0)	(4.6)	(2.6)
None of these	83.4	65.7	33.3	78.2	47.1	---	81.9	52.3	41.2
	(8.6)	(9.2)	(6.6)	(9.6)	(6.0)		(7.5)	(9.1)	(8.5)
Number of respondents	34	46	89	34	136	6	50	57	65
Percentage of out-of-school youth living independently who received financial support from family for living expenses	---	---	27.5	---	26.6	---	---	---	11.9
			(13.8)		(11.6)				(11.7)
Number of respondents	5	7	19	6	29	1	6	12	15

Source: Parent interviews. See Appendix for percentage of youth that were in secondary school or out of secondary school.

Table 41A: SOCIAL EXPERIENCES OF YOUTH WITH EMOTIONAL DISTURBANCES

Social Experiences	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage getting together with friends:												
Less than once a week	9.5	4.3	6.7	15.5	9.8	8.6	9.8	6.7	14.0	9.8	8.1	10.0
	(1.7)	(2.2)	(2.5)	(4.8)	(2.0)	(3.5)	(3.0)	(2.4)	(3.7)	(2.2)	(3.4)	(4.5)
Once a week	9.3	3.1	11.6	14.2	9.7	8.2	8.7	8.3	12.1	9.2	8.7	11.0
	(1.7)	(1.9)	(3.2)	(4.6)	(2.0)	(3.4)	(2.8)	(2.7)	(3.5)	(2.2)	(3.5)	(4.7)
2 to 3 times a week	21.0	21.7	23.1	18.0	18.6	28.2	15.6	23.9	25.4	19.5	26.0	20.9
	(2.4)	(4.5)	(4.2)	(5.1)	(2.6)	(5.6)	(3.6)	(4.1)	(4.7)	(3.0)	(5.5)	(6.1)
4 to 5 times a week	16.9	21.0	19.3	14.2	17.1	16.0	19.5	15.6	14.4	18.0	16.3	12.2
	(2.2)	(4.5)	(3.9)	(4.6)	(2.5)	(4.5)	(4.0)	(3.5)	(3.8)	(2.9)	(4.6)	(4.9)
More than 5 times a week	43.3	49.9	39.2	38.1	44.7	38.9	46.4	45.6	34.1	43.5	40.9	45.9
	(2.9)	(5.5)	(4.8)	(6.4)	(3.4)	(6.0)	(5.0)	(4.8)	(5.1)	(3.7)	(6.1)	(7.5)
Number of respondents	576	162	207	109	444	132	180	206	190	329	134	113
Percentage belonging to:												
No school/community group	69.3	69.0	62.5	68.6	68.7	71.1	64.0	68.5	79.5	62.5	75.3	90.5
	(2.6)	(5.0)	(4.6)	(5.9)	(3.0)	(5.4)	(4.7)	(4.3)	(4.2)	(3.6)	(5.1)	(4.0)
Sports team	16.1	19.2	16.8	13.7	17.9	10.8	21.3	14.8	9.8	20.0	12.8	4.4
	(2.1)	(4.3)	(3.6)	(4.4)	(2.5)	(3.7)	(4.0)	(3.3)	(3.1)	(3.0)	(4.0)	(2.8)
Performing group	5.3	4.1	6.2	9.9	5.2	5.6	5.3	6.4	3.4	6.9	3.2	0.9
	(1.3)	(2.1)	(2.3)	(3.8)	(1.4)	(2.8)	(2.2)	(2.3)	(1.9)	(1.9)	(2.1)	(1.3)
Community/church group	13.4	12.0	17.6	16.9	13.7	12.3	16.1	13.3	8.9	17.5	9.5	0.8
	(2.0)	(3.5)	(3.6)	(4.8)	(2.2)	(4.0)	(3.6)	(3.2)	(2.9)	(2.8)	(3.5)	(1.2)
School subject club	0.5	0.0	0.5	1.6	0.6	0.0	0.3	0.9	0.0	0.7	0.0	0.0
	(0.4)	(0.0)	(0.7)	(1.6)	(0.5)	(0.0)	(0.6)	(0.9)	(0.0)	(0.6)	(0.0)	(0.0)
Fraternity/sorority or other social club	1.6	0.0	0.3	2.0	2.1	0.5	0.0	2.0	1.6	0.0	0.9	2.6
	(1.1)	(0.0)	(0.8)	(2.9)	(1.4)	(1.3)	(0.0)	(2.1)	(1.4)	(0.0)	(1.1)	(2.2)
Hobby club	1.6	2.3	1.4	1.6	1.7	1.2	1.6	2.0	0.0	1.6	0.0	0.0
	(1.0)	(2.0)	(1.6)	(2.1)	(1.1)	(1.8)	(1.3)	(1.7)	(0.0)	(0.9)	(0.0)	(0.0)
Student government	0.1	0.0	0.4	0.0	0.2	0.0	0.0	0.3	0.0	0.2	0.0	0.0
	(0.2)	(0.0)	(0.6)	(0.0)	(0.3)	(0.0)	(0.0)	(0.5)	(0.0)	(0.3)	(0.0)	(0.0)
Volunteer service group	0.9	0.5	1.8	1.2	1.2	0.0	0.4	0.9	1.8	0.2	3.6	0.0
	(0.5)	(0.8)	(1.3)	(1.4)	(0.7)	(0.0)	(0.6)	(0.9)	(1.4)	(0.4)	(2.2)	(0.0)
Vocational club	1.3	1.2	1.8	2.0	1.5	0.7	2.1	1.4	0.0	2.1	0.0	0.0
	(0.7)	(1.2)	(1.3)	(1.8)	(0.8)	(1.0)	(1.4)	(1.1)	(0.0)	(1.1)	(0.0)	(0.0)
Other	3.3	3.0	4.7	3.4	2.5	5.6	1.7	3.9	4.8	2.1	8.7	0.6
	(1.0)	(1.9)	(2.0)	(2.3)	(1.0)	(2.8)	(1.3)	(1.8)	(2.2)	(1.1)	(3.4)	(1.1)
Number of respondents	605	170	218	112	462	143	186	216	203	338	143	124

Source: Parent interviews.

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Table 41B: SOCIAL EXPERIENCES OF YOUTH WITH EMOTIONAL DISTURBANCES

Social Experiences	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage getting together with friends:									
Less than once a week	7.9	9.1	8.8	5.4	10.2	21.2	9.2	6.7	10.7
	(3.3)	(3.0)	(2.4)	(3.0)	(2.1)	(11.6)	(2.9)	(2.7)	(3.1)
Once a week	8.2	10.9	9.7	13.7	8.2	7.2	9.9	7.0	11.1
	(3.4)	(3.3)	(2.5)	(4.5)	(1.9)	(7.3)	(3.0)	(2.7)	(3.2)
2 to 3 times a week	25.0	18.6	19.0	22.2	19.8	32.6	18.5	21.9	23.2
	(5.3)	(4.1)	(3.4)	(5.5)	(2.7)	(13.3)	(3.9)	(4.4)	(4.3)
4 to 5 times a week	16.8	14.7	21.1	18.7	15.3	18.4	16.9	14.1	21.3
	(4.6)	(3.7)	(3.5)	(5.1)	(2.5)	(11.0)	(3.8)	(3.7)	(4.1)
More than 5 times a week	42.2	46.7	41.4	40.0	46.5	20.6	45.6	50.3	33.6
	(6.0)	(5.2)	(4.2)	(6.4)	(3.4)	(11.4)	(5.0)	(5.3)	(4.8)
Number of respondents	121	163	248	117	428	24	191	176	190
Percentage belonging to:									
No school/community group	70.6	74.9	59.9	65.2	69.8	76.7	75.0	67.7	61.5
	(5.3)	(4.4)	(4.1)	(6.0)	(3.1)	(11.2)	(4.2)	(4.9)	(4.9)
Sports team	17.3	12.6	20.1	17.8	15.2	21.6	14.7	16.4	19.4
	(4.4)	(3.4)	(3.4)	(4.8)	(2.4)	(10.9)	(3.5)	(3.9)	(4.0)
Performing group	4.3	3.6	8.5	6.1	5.3	0.0	4.7	6.5	4.4
	(2.4)	(1.9)	(2.4)	(3.0)	(1.5)	(0.0)	(2.1)	(2.6)	(2.1)
Community/church group	9.2	11.4	20.8	13.3	14.4	2.7	8.4	10.7	23.6
	(3.4)	(3.3)	(3.4)	(4.3)	(2.4)	(4.3)	(2.7)	(3.2)	(4.3)
School subject club	0.6	0.0	0.9	0.0	0.7	0.0	0.0	0.7	1.0
	(0.9)	(0.0)	(0.8)	(0.0)	(0.6)	(0.0)	(0.0)	(0.9)	(1.0)
Fraternity/sorority or other social club	2.1	0.1	2.1	0.0	2.5	0.0	0.0	4.7	0.4
	(2.5)	(0.4)	(1.8)	(0.0)	(1.6)	(0.0)	(0.0)	(3.3)	(0.9)
Hobby club	2.7	1.1	1.3	0.0	1.4	8.5	0.6	4.3	0.5
	(2.6)	(1.4)	(1.3)	(0.0)	(1.1)	(9.0)	(1.0)	(2.8)	(0.9)
Student government	0.0	0.0	0.4	0.5	0.0	0.0	0.0	0.0	0.5
	(0.0)	(0.0)	(0.6)	(0.9)	(0.0)	(0.0)	(0.0)	(0.0)	(0.7)
Volunteer service group	0.0	1.2	2.0	0.7	1.1	0.0	1.1	1.6	0.0
	(0.0)	(1.1)	(1.2)	(1.1)	(0.7)	(0.0)	(1.0)	(1.3)	(0.0)
Vocational club	2.7	0.9	0.4	1.5	1.4	0.0	1.3	1.4	1.4
	(1.9)	(0.9)	(0.6)	(1.6)	(0.8)	(0.0)	(1.1)	(1.2)	(1.2)
Other	3.3	2.7	3.6	6.2	2.2	1.6	2.4	4.8	2.4
	(2.1)	(1.7)	(1.6)	(3.1)	(1.0)	(3.4)	(1.5)	(2.2)	(1.5)
Number of respondents	134	170	254	127	442	28	206	184	196

Source: Parent interviews.

Table 41A: SOCIAL EXPERIENCES OF YOUTH WITH EMOTIONAL DISTURBANCES (Concluded)

Social Experiences	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage ever arrested	25.2	22.5	21.9	27.1	28.3	16.0	17.9	29.3	30.6	19.8	28.2	43.8
	(2.5)	(4.5)	(4.0)	(5.6)	(2.9)	(4.3)	(3.8)	(4.3)	(4.7)	(2.9)	(5.4)	(6.6)
Number of respondents	605	170	214	114	461	144	185	215	205	334	143	128
Percentage of out-of-school youth who were:*												
Single, never married	94.2	96.8	93.2	88.2	98.5	84.3	---	95.3	93.4	---	98.3	90.4
	(2.6)	(4.8)	(3.9)	(8.6)	(1.5)	(7.9)		(4.2)	(3.2)		(2.0)	(4.6)
Engaged	1.4	0.0	2.4	3.4	0.8	2.7	---	0.0	2.2	---	1.7	1.1
	(1.3)	(0.0)	(2.4)	(4.8)	(1.1)	(3.5)		(0.0)	(1.9)		(2.0)	(1.6)
Married	3.6	3.2	4.4	4.6	0.3	11.0	---	4.7	3.0	---	0.0	6.9
	(2.0)	(4.8)	(3.2)	(5.6)	(0.7)	(6.8)		(4.2)	(2.2)		(0.0)	(3.9)
Divorced/separated	0.9	0.0	0.0	3.8	0.3	2.1	---	0.0	1.4	---	0.0	1.7
	(1.0)	(0.0)	(0.0)	(5.1)	(0.7)	(3.1)		(0.0)	(1.5)		(0.0)	(2.0)
Number of respondents	191	30	82	29	141	50	1	51	139	0	86	105

* See Appendix for percentage of youth that were out of secondary school.

Source: Parent interviews.

Table 41B: SOCIAL EXPERIENCES OF YOUTH WITH EMOTIONAL DISTURBANCES (Concluded)

Social Experiences	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage ever arrested	25.1	30.4	20.5	26.3	24.4	29.7	26.2	24.6	24.3
	(5.0)	(4.7)	(3.4)	(5.5)	(2.9)	(11.9)	(4.3)	(4.5)	(4.3)
Number of respondents	135	170	253	127	441	29	206	183	195
Percentage of out-of-school youth who were:*									
Single, never married	100	89.1	94.4	98.3	94.1	---	94.1	94.8	94.6
	(0.0)	(6.4)	(3.4)	(3.2)	(2.9)		(5.0)	(4.3)	(3.9)
Engaged	0.0	3.2	1.6	0.0	2.0	---	2.4	0.0	1.9
	(0.0)	(3.6)	(1.9)	(0.0)	(1.8)		(3.2)	(0.0)	(2.3)
Married	0.0	5.2	3.3	1.7	2.5	---	1.6	5.2	2.7
	(0.0)	(4.6)	(2.6)	(3.2)	(1.9)		(2.7)	(4.3)	(2.8)
Divorced/separated	0.0	2.5	0.7	0.0	1.3	---	1.9	0.0	0.8
	(0.0)	(3.2)	(1.2)	(0.0)	(1.4)		(2.9)	(0.0)	(1.5)
Number of respondents	34	47	92	38	142	6	52	61	67

* See Appendix for percentage of youth that were out of secondary school.

Source: Parent interviews.

Table 42A: POSTSECONDARY EDUCATION OF YOUTH WITH EMOTIONAL DISTURBANCES

Postsecondary Education	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage taking any post-secondary education course in the past year	14.8	19.4	10.8	14.4	16.7	9.9	---	11.0	19.3	---	16.4	11.6
	(3.0)	(7.3)	(4.2)	(6.9)	(3.6)	(5.1)		(4.5)	(4.3)		(4.3)	(4.2)
Number of respondents	284	58	111	47	215	69	13	91	180	0	149	132
Percentage taking in past year:												
Postsecondary vocational courses	13.2	21.1	6.9	13.0	14.9	9.4	---	11.2	14.2	---	15.4	8.8
	(3.0)	(8.1)	(3.6)	(7.1)	(3.6)	(5.2)		(5.0)	(3.9)		(4.5)	(3.9)
2-year college courses	4.2	3.3	4.1	5.4	5.7	0.8	---	1.6	6.5	---	4.3	4.1
	(1.8)	(3.5)	(2.8)	(4.8)	(2.4)	(1.6)		(1.9)	(2.7)		(2.5)	(2.7)
4-year college courses	0.8	0.0	1.5	1.6	0.7	0.8	---	0.6	1.1	---	0.4	1.3
	(0.7)	(0.0)	(1.6)	(2.5)	(0.8)	(1.5)		(1.1)	(1.1)		(0.8)	(1.5)
Number of respondents	252	50	101	41	189	62	4	75	172	0	131	120
Average number courses taken in the past year by students in a:												
Postsecondary vocational program	4.4	---	---	---	3.7	---	---	---	3.6	---	4.1	---
	(0.9)				(1.0)				(1.1)		(1.2)	
Number of respondents	24	8	6	4	20	4	1	6	17	0	15	9
2-year college	4.4	---	---	---	---	---	---	---	---	---	---	---
	(1.2)											
Number of respondents	15	1	7	2	13	2	0	2	13	0	6	9
4-year college	---	---	---	---	---	---	---	---	---	---	---	---
Number of respondents	2	0	1	1	2	0	0	1	1	0	1	1
Percentage taking courses in the past year who earned a:												
Postsecondary vocational degree/license	33.5	---	---	---	---	---	---	---	---	---	---	---
	(13.9)											
2-year college degree/license	0.0	---	---	---	---	---	---	---	---	---	---	---
	(0.0)											
Number of respondents	16	2	5	2	14	2	1	2	14	0	7	9
Percentage with postsecondary grade point average:												
3.25 to 4.0	14.2	---	3.9	---	11.8	---	---	---	16.0	---	3.3	32.7
	(7.3)		(6.5)		(7.1)				(9.3)		(5.0)	(14.1)
2.75 to 3.24	18.9	---	21.6	---	21.6	---	---	---	22.9	---	15.2	25.1
	(8.2)		(13.8)		(9.0)				(10.6)		(10.1)	(13.0)
2.25 to 2.74	15.7	---	9.8	---	17.9	---	---	---	15.0	---	14.3	18.0
	(7.6)		(10.0)		(8.4)				(9.0)		(9.9)	(11.5)
1.75 to 2.24	21.3	---	26.7	---	16.1	---	---	---	19.7	---	28.3	9.5
	(8.5)		(14.8)		(8.1)				(10.0)		(12.7)	(8.8)
1.74 or lower	29.8	---	38.0	---	32.6	---	---	---	26.4	---	38.8	14.7
	(9.5)		(16.3)		(10.3)				(11.1)		(13.7)	(10.6)
Number of respondents	48	10	19	9	43	5	0	14	34	0	26	22

Source: Parent interviews.

Table 42B: POSTSECONDARY EDUCATION OF YOUTH WITH EMOTIONAL DISTURBANCES

Postsecondary Education	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage taking any post-secondary education course in the past year	17.0	7.4	14.6	12.7	13.2	---	12.5	17.8	12.2
	(6.4)	(4.1)	(4.5)	(6.0)	(3.4)		(4.8)	(5.8)	(5.0)
Number of respondents	63	73	114	61	202	10	93	85	84
Percentage taking in past year:									
Postsecondary vocational courses	19.9	6.7	6.0	14.3	10.9	---	13.7	14.9	5.2
	(7.4)	(4.2)	(3.1)	(6.7)	(3.3)		(5.4)	(5.7)	(3.5)
2-year college courses	2.3	2.1	9.2	1.5	4.5	---	1.3	7.1	6.2
	(2.7)	(2.4)	(3.8)	(2.3)	(2.2)		(1.8)	(4.1)	(3.8)
4-year college courses	0.0	0.0	2.0	0.0	1.2	---	0.0	1.1	2.0
	(0.0)	(0.0)	(1.8)	(0.0)	(1.1)		(0.0)	(1.6)	(2.2)
Number of respondents	54	64	105	55	176	10	80	78	77
Average number courses taken in the past year by students in a:									
Postsecondary vocational program	---	---	---	---	---	---	---	---	---
Number of respondents	11	3	6	7	14	3	8	10	4
2-year college	---	---	---	---	---	---	---	---	---
Number of respondents	1	1	11	2	12	1	1	8	5
4-year college	---	---	---	---	---	---	---	---	---
Number of respondents	0	0	2	0	2	0	0	1	1
Percentage taking courses in the past year who earned a:									
Postsecondary vocational degree/license	---	---	---	---	---	---	---	---	---
2-year college degree/license	---	---	---	---	---	---	---	---	---
Number of respondents	2	1	5	2	12	2	2	8	4
Percentage with postsecondary grade point average:									
3.25 to 4.0	---	---	22.6	---	6.4	---	---	19.8	24.7
			(11.6)		(6.3)			(13.2)	(14.5)
2.75 to 3.24	---	---	20.9	---	23.5	---	---	9.1	29.6
			(11.3)		(11.0)			(9.5)	(15.4)
2.25 to 2.74	---	---	21.6	---	21.4	---	---	13.0	10.0
			(11.4)		(10.6)			(11.2)	(10.1)
1.75 to 2.24	---	---	3.6	---	21.8	---	---	17.5	10.5
			(5.2)		(10.7)			(12.6)	(10.3)
1.74 or lower	---	---	31.3	---	26.9	---	---	40.6	25.1
			(12.9)		(11.5)			(16.3)	(14.6)
Number of respondents	9	8	26	10	32	5	12	19	16

Source: Parent interviews.

Table 43A: EMPLOYMENT CHARACTERISTICS OF YOUTH WITH EMOTIONAL DISTURBANCES

Employment Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage of youth working for pay in past year	67.3	56.4	78.6	78.7	72.4	51.6	62.5	68.2	73.7	64.6	76.1	66.1
	(2.6)	(5.3)	(3.9)	(5.1)	(2.9)	(5.9)	(4.7)	(4.3)	(4.4)	(3.5)	(5.0)	(6.2)
Number of respondents	625	173	223	118	480	145	189	222	214	341	148	135
Percentage of youth who currently had:												
No employment	44.7	50.7	36.3	36.1	39.1	61.6	43.7	47.1	42.1	43.7	38.2	56.8
	(2.8)	(5.3)	(4.6)	(6.1)	(3.2)	(5.8)	(4.9)	(4.7)	(5.0)	(3.7)	(5.8)	(6.7)
Volunteer work only	8.6	10.0	9.5	8.5	7.7	11.5	11.3	6.4	7.9	9.5	11.4	1.6
	(1.6)	(3.2)	(2.8)	(3.6)	(1.7)	(3.8)	(3.1)	(2.3)	(2.7)	(2.2)	(3.8)	(1.7)
Workstudy only	4.8	4.7	5.1	2.2	5.9	1.4	4.0	5.2	5.6	7.5	0.6	0.0
	(1.2)	(2.2)	(2.1)	(1.9)	(1.5)	(1.4)	(1.9)	(2.1)	(2.3)	(1.9)	(0.9)	(0.0)
Sheltered work only	1.0	1.1	1.2	0.9	1.2	0.3	0.9	0.0	2.7	0.5	1.7	1.7
	(0.6)	(1.1)	(1.0)	(1.2)	(0.7)	(0.7)	(0.9)	(0.0)	(1.6)	(0.5)	(1.5)	(1.7)
Part time competitive work	30.1	29.0	31.9	37.0	33.5	19.6	36.1	28.1	23.5	33.0	28.0	21.5
	(2.6)	(4.8)	(4.4)	(6.2)	(3.1)	(4.7)	(4.7)	(4.2)	(4.3)	(3.5)	(5.3)	(5.5)
Full time competitive work	10.9	4.5	16.1	15.2	12.6	5.7	4.0	13.2	18.2	5.8	20.1	18.5
	(1.8)	(2.2)	(3.5)	(4.6)	(2.2)	(2.7)	(1.9)	(3.2)	(3.9)	(1.7)	(4.7)	(5.2)
Number of respondents	622	174	221	115	477	145	187	221	214	337	149	136
Percentage of employed youth with:												
1 paid job	87.4	89.2	94.6	78.7	87.5	86.5	83.8	86.4	94.1	84.3	91.0	92.8
	(2.8)	(5.3)	(2.9)	(7.0)	(3.0)	(6.9)	(5.6)	(4.7)	(3.3)	(4.2)	(4.5)	(5.0)
2 or more paid jobs	12.6	10.8	5.4	21.3	12.5	13.5	16.2	13.6	5.9	15.7	9.0	7.2
	(2.8)	(5.3)	(2.9)	(7.0)	(3.0)	(6.9)	(5.6)	(4.7)	(3.3)	(4.2)	(4.5)	(5.0)
Number of respondents	289	68	118	63	239	50	78	100	111	141	80	68
Percentage with paid job earning an hourly rate of:												
< $3.00	18.7	20.0	14.0	25.9	15.1	39.0	19.1	19.1	17.4	20.2	17.0	16.3
	(3.6)	(7.7)	(4.8)	(8.2)	(3.6)	(10.7)	(6.6)	(5.7)	(5.8)	(5.0)	(6.3)	(8.3)
$3.00 to $3.99	49.6	57.9	42.9	49.5	51.8	37.3	60.9	48.0	35.1	58.2	34.5	42.7
	(4.6)	(9.5)	(6.9)	(9.3)	(5.0)	(10.6)	(8.2)	(7.2)	(7.3)	(6.1)	(8.0)	(11.2)
$4.00 to $4.99	12.5	5.8	19.2	11.0	11.9	15.9	6.6	15.2	17.3	7.6	24.8	11.9
	(3.0)	(4.5)	(5.5)	(5.8)	(3.3)	(8.0)	(4.2)	(5.2)	(5.8)	(3.3)	(7.3)	(7.3)
$5.00 or more	19.1	16.3	23.9	13.6	21.1	7.9	13.4	17.6	30.2	14.1	23.8	29.1
	(3.6)	(7.1)	(5.9)	(6.4)	(4.1)	(5.9)	(5.7)	(5.5)	(7.1)	(4.3)	(7.2)	(10.2)
Number of respondents	244	54	101	54	203	41	65	87	92	122	71	50
Average wage of employed youth	3.70	3.60	4.00	3.60	3.90	3.10	3.50	3.60	4.40	3.50	4.20	3.90
	(0.20)	(0.30)	(0.20)	(0.30)	(0.20)	(0.30)	(0.30)	(0.20)	(0.40)	(0.20)	(0.40)	(0.60)
Number of respondents	244	54	101	54	203	41	65	87	92	122	71	50

Source: Parent interviews.

Table 43B: EMPLOYMENT CHARACTERISTICS OF YOUTH WITH EMOTIONAL DISTURBANCES

Employment Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage of youth working for pay in past year	58.1	67.7	74.9	44.6	74.2	75.3	57.2	77.4	72.5
	(5.7)	(4.8)	(3.7)	(6.2)	(2.9)	(11.1)	(4.8)	(4.3)	(4.5)
Number of respondents	137	171	256	129	451	30	209	186	196
Percentage of youth who currently had:									
No employment	51.4	45.4	36.4	62.9	37.1	51.9	50.6	41.8	35.8
	(5.8)	(5.1)	(4.1)	(6.0)	(3.2)	(12.9)	(4.8)	(5.1)	(4.8)
Volunteer work only	9.6	10.1	6.3	6.9	9.4	9.8	9.4	2.8	13.0
	(3.4)	(3.1)	(2.1)	(3.1)	(1.9)	(7.7)	(2.8)	(1.7)	(3.4)
Workstudy only	5.6	3.1	5.1	2.2	5.7	6.7	3.7	4.5	6.7
	(2.7)	(1.8)	(1.9)	(1.8)	(1.5)	(6.5)	(1.8)	(2.1)	(2.5)
Sheltered work only	0.9	0.3	1.0	0.1	1.4	0.0	1.3	1.2	0.1
	(1.1)	(0.6)	(0.9)	(0.4)	(0.8)	(0.0)	(1.1)	(1.1)	(0.3)
Part time competitive work	27.3	32.6	33.3	21.7	33.4	27.5	29.2	33.8	30.6
	(5.1)	(4.8)	(4.0)	(5.1)	(3.1)	(11.5)	(4.4)	(4.9)	(4.6)
Full time competitive work	5.1	8.5	17.8	6.2	13.0	4.0	5.8	16.0	13.8
	(2.6)	(2.8)	(3.2)	(3.0)	(2.2)	(5.1)	(2.3)	(3.8)	(3.4)
Number of respondents	137	171	255	132	453	29	209	185	196
Percentage of employed youth with:									
1 paid job	85.5	94.8	79.7	93.4	85.8	---	93.2	83.1	83.7
	(6.9)	(3.5)	(4.6)	(5.6)	(3.3)		(3.9)	(5.3)	(5.2)
2 or more paid jobs	14.5	5.2	20.3	6.6	14.2	---	6.8	16.9	16.3
	(6.9)	(3.5)	(4.6)	(5.6)	(3.3)		(3.9)	(5.3)	(5.2)
Number of respondents	47	72	142	43	231	11	82	100	96
Percentage with paid job earning an hourly rate of:									
< $3.00	19.5	15.7	18.0	10.0	18.7	---	19.3	18.2	18.4
	(8.9)	(6.5)	(4.7)	(7.5)	(4.0)		(7.0)	(5.8)	(6.1)
$3.00 to $3.99	52.8	58.5	40.5	53.8	49.6	---	51.8	47.5	49.8
	(11.2)	(8.7)	(6.0)	(12.4)	(5.1)		(8.8)	(7.5)	(7.9)
$4.00 to $4.99	11.9	8.9	17.6	16.1	12.2	---	16.8	12.8	9.1
	(7.3)	(5.0)	(4.6)	(9.2)	(3.3)		(6.6)	(5.0)	(4.5)
$5.00 or more	15.7	16.8	23.8	20.1	19.4	---	12.1	21.4	22.8
	(8.2)	(6.6)	(5.2)	(10.0)	(4.0)		(5.8)	(6.2)	(6.6)
Number of respondents	37	57	126	34	196	9	65	88	79
Average wage of employed youth	3.50	3.60	4.00	4.00	3.80	---	3.60	3.70	3.90
	(0.40)	(0.30)	(0.20)	(0.50)	(0.20)		(0.30)	(0.30)	(0.30)
Number of respondents	37	57	126	34	196	9	65	88	79

Source: Parent interviews.

Table 43A: EMPLOYMENT CHARACTERISTICS OF YOUTH WITH EMOTIONAL DISTURBANCES (Continued)

Employment Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage of employed youth working at:												
Lawn work or odd jobs	17.3	17.7	16.7	17.2	19.4	5.9	25.0	17.9	3.9	19.9	13.9	12.7
	(3.2)	(6.5)	(4.9)	(6.5)	(3.6)	(4.8)	(6.5)	(5.3)	(2.8)	(4.5)	(5.5)	(6.4)
Waiter/waitress, busboy, cook	19.1	23.9	20.4	14.7	17.9	25.5	12.5	20.6	27.4	18.6	21.9	16.7
	(3.3)	(7.3)	(5.3)	(6.1)	(3.5)	(8.8)	(5.0)	(5.6)	(6.4)	(4.4)	(6.6)	(7.2)
Babysitting/child care	4.7	6.2	1.9	7.9	1.3	23.6	6.5	4.6	2.0	6.7	1.6	2.2
	(1.8)	(4.1)	(1.8)	(4.6)	(1.0)	(8.6)	(3.7)	(2.9)	(2.0)	(2.8)	(2.0)	(2.8)
Farm/agricultural work	5.3	0.0	0.0	15.0	5.1	6.3	11.2	2.3	0.6	8.6	0.0	0.9
	(1.9)	(0.0)	(0.0)	(6.1)	(2.0)	(4.9)	(4.7)	(2.1)	(1.1)	(3.2)	(0.0)	(1.8)
Factory work	2.9	3.3	4.1	0.7	2.8	3.7	3.3	0.8	5.8	2.6	1.9	6.0
	(1.4)	(3.0)	(2.6)	(1.4)	(1.5)	(3.8)	(2.7)	(1.2)	(3.3)	(1.8)	(2.2)	(4.5)
Skilled trade	8.9	8.1	7.2	12.8	9.8	4.4	7.9	11.0	7.4	6.8	10.5	14.9
	(2.4)	(4.6)	(3.4)	(5.7)	(2.7)	(4.2)	(4.1)	(4.3)	(3.7)	(2.9)	(4.9)	(6.8)
Other manual labor	30.5	28.7	25.4	35.1	33.9	12.1	29.4	29.4	34.1	34.4	27.0	21.2
	(3.9)	(7.7)	(5.7)	(8.2)	(4.3)	(6.6)	(6.9)	(6.3)	(6.8)	(5.4)	(7.1)	(7.8)
Sales, store clerk, cashier	4.0	1.5	9.0	1.5	2.8	10.8	2.9	6.6	1.7	3.6	7.4	0.2
	(1.6)	(2.1)	(3.8)	(2.1)	(1.5)	(6.3)	(2.5)	(3.4)	(1.8)	(2.1)	(4.2)	(0.9)
Office/clerical work	4.3	5.5	6.0	2.2	3.5	9.0	3.2	5.2	4.6	2.4	4.8	10.9
	(1.7)	(3.9)	(3.1)	(2.5)	(1.7)	(5.8)	(2.6)	(3.1)	(3.0)	(1.7)	(3.4)	(6.0)
Hospital work/health care	1.2	2.2	0.0	1.7	0.3	6.6	1.0	1.1	1.8	0.7	0.9	4.2
	(0.9)	(2.5)	(0.0)	(2.2)	(0.5)	(5.0)	(1.5)	(1.4)	(1.9)	(0.9)	(1.5)	(3.8)
Other	13.3	14.9	12.9	10.1	14.7	5.8	15.6	10.6	13.9	10.8	15.8	18.9
	(2.8)	(6.0)	(4.4)	(5.2)	(3.2)	(4.8)	(5.5)	(4.2)	(4.9)	(3.5)	(5.8)	(7.5)
Number of respondents	283	68	114	62	234	49	79	99	105	141	80	62
Of youth working for pay, percentage working:												
< 10 hours/week	19.5	33.5	14.2	17.3	16.4	35.4	32.9	13.9	8.9	25.9	12.1	8.6
	(3.5)	(8.8)	(4.8)	(6.9)	(3.6)	(10.3)	(7.8)	(5.0)	(4.2)	(5.4)	(5.3)	(5.9)
10 to 21 hours/week	22.4	26.2	24.5	19.1	22.0	24.3	31.3	18.4	15.8	27.2	14.2	19.1
	(3.7)	(8.1)	(5.9)	(7.2)	(4.1)	(9.3)	(7.7)	(5.6)	(5.4)	(5.5)	(5.7)	(8.3)
22 to 34 hours/week	26.3	23.8	22.1	30.1	28.3	15.9	24.1	29.3	24.6	28.4	27.4	16.4
	(3.9)	(7.9)	(5.7)	(8.3)	(4.4)	(7.9)	(7.1)	(6.5)	(6.4)	(5.5)	(7.3)	(7.9)
35 hours/week or more	31.9	16.6	39.2	33.4	33.3	24.3	11.7	38.4	50.6	18.5	46.3	55.9
	(4.2)	(6.9)	(6.7)	(8.6)	(4.6)	(9.3)	(5.3)	(7.0)	(7.4)	(4.8)	(8.2)	(10.5)
Number of respondents	253	59	104	56	209	44	66	90	97	121	76	56
Average hours per week worked by paid workers	25.5	19.3	27.5	26.9	26.4	20.8	18.5	28.1	31.5	21.3	30.5	32.3
	(1.2)	(2.4)	(1.9)	(2.3)	(1.3)	(3.1)	(2.0)	(1.9)	(2.0)	(1.6)	(2.2)	(2.6)
Number of respondents	253	59	104	56	209	44	66	90	97	121	76	56

Source: Parent interviews.

Table 43B: EMPLOYMENT CHARACTERISTICS OF YOUTH WITH EMOTIONAL DISTURBANCES (Continued)

Employment Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage of employed youth working at:									
Lawn work or odd jobs	15.0	17.3	20.2	10.9	19.6	---	12.9	23.8	17.2
	(7.1)	(6.0)	(4.6)	(6.9)	(3.7)		(5.2)	(6.1)	(5.4)
Waiter/waitress, busboy, cook	22.2	13.9	20.4	21.7	18.8	---	24.5	16.5	14.9
	(8.3)	(5.5)	(4.6)	(9.1)	(3.6)		(6.7)	(5.3)	(5.1)
Babysitting/child care	0.0	3.9	10.2	5.7	4.2	---	1.6	6.1	7.7
	(0.0)	(3.1)	(3.5)	(5.2)	(1.9)		(1.9)	(3.4)	(3.9)
Farm/agricultural work	9.2	5.8	3.3	5.4	5.7	---	9.2	0.7	6.4
	(5.8)	(3.7)	(2.0)	(5.0)	(2.2)		(4.5)	(1.2)	(3.5)
Factory work	3.2	2.1	3.7	0.0	3.8	---	3.8	0.9	4.0
	(3.5)	(2.3)	(2.2)	(0.0)	(1.8)		(3.0)	(1.4)	(2.8)
Skilled trade	7.9	9.6	9.7	0.0	11.5	---	6.9	11.0	9.2
	(5.4)	(4.7)	(3.4)	(0.0)	(3.0)		(4.0)	(4.5)	(4.2)
Other manual labor	36.2	29.6	28.1	45.0	27.2	---	36.9	26.8	27.6
	(9.6)	(7.2)	(5.1)	(11.0)	(4.2)		(7.5)	(6.3)	(6.5)
Sales, store clerk, cashier	0.0	4.0	6.6	0.0	5.2	---	2.7	5.8	4.0
	(0.0)	(3.1)	(2.8)	(0.0)	(2.1)		(2.5)	(3.3)	(2.8)
Office/clerical work	5.6	2.8	4.4	2.6	4.5	---	3.2	2.8	8.0
	(4.6)	(2.6)	(2.3)	(3.5)	(1.9)		(2.8)	(2.4)	(3.9)
Hospital work/health care	0.0	0.8	2.9	1.3	1.3	---	1.1	2.6	0.0
	(0.0)	(1.4)	(1.9)	(2.5)	(1.1)		(1.6)	(2.3)	(0.0)
Other	10.5	16.7	10.8	12.8	11.8	---	3.1	18.2	17.2
	(6.1)	(5.9)	(3.5)	(7.4)	(3.0)		(2.7)	(5.5)	(5.4)
Number of respondents	46	71	140	41	228	11	80	98	94
Of youth working for pay, percentage working:									
< 10 hours/week	25.2	22.0	15.0	19.3	19.9	---	23.9	19.7	13.6
	(9.5)	(7.0)	(4.3)	(9.7)	(3.9)		(7.5)	(5.8)	(5.2)
10 to 21 hours/week	29.4	22.9	23.2	24.9	21.4	---	26.5	17.6	26.9
	(9.9)	(7.1)	(5.1)	(10.6)	(4.0)		(7.8)	(5.5)	(6.7)
22 to 34 hours/week	25.6	30.8	21.7	24.4	26.6	---	27.6	27.2	22.4
	(9.5)	(7.8)	(5.0)	(10.5)	(4.4)		(7.9)	(6.5)	(6.3)
35 hours/week or more	19.8	24.4	40.1	31.4	32.1	---	22.0	35.5	37.1
	(8.7)	(7.3)	(6.0)	(11.4)	(4.6)		(7.3)	(7.0)	(7.3)
Number of respondents	39	63	128	35	207	9	64	94	85
Average hours per week worked by paid workers	22.6	23.2	27.3	24.4	25.7	---	22.9	26.7	26.6
	(2.8)	(2.2)	(1.6)	(3.5)	(1.4)		(2.3)	(2.1)	(2.0)
Number of respondents	39	63	128	35	207	9	64	94	85

Source: Parent interviews.

Table 43A: EMPLOYMENT CHARACTERISTICS OF YOUTH WITH EMOTIONAL DISTURBANCES (Concluded)

Employment Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Of those currently working for pay, percentage working at current job:												
< 1 month	23.8	32.8	24.7	14.4	23.9	23.5	28.4	22.0	19.7	26.8	22.0	15.5
	(3.6)	(8.2)	(5.6)	(6.1)	(3.9)	(8.8)	(6.9)	(5.7)	(5.5)	(5.1)	(6.6)	(7.0)
1 to 3 months	38.1	27.2	40.4	39.5	40.6	23.9	38.2	40.5	34.4	36.0	45.8	33.9
	(4.1)	(7.8)	(6.4)	(8.4)	(4.5)	(8.8)	(7.4)	(6.7)	(6.6)	(5.5)	(7.9)	(9.2)
> 3 months to 6 months	7.4	5.2	8.9	7.8	6.2	13.9	2.5	8.4	13.3	3.3	10.3	17.8
	(2.2)	(3.9)	(3.7)	(4.6)	(2.2)	(7.2)	(2.4)	(3.8)	(4.7)	(2.1)	(4.9)	(7.4)
> 6 months	30.7	34.8	26.0	38.3	29.3	38.7	30.9	29.1	32.7	33.9	21.9	32.7
	(3.9)	(8.3)	(5.7)	(8.4)	(4.2)	(10.1)	(7.0)	(6.2)	(6.5)	(5.4)	(6.6)	(9.1)
Number of respondents	287	66	117	63	239	48	78	99	110	140	80	67
Of those ever employed for pay, percentage with longest time at a paid job:												
3 months or less	54.6	60.7	48.5	55.1	55.2	52.1	63.2	55.2	41.6	62.9	46.0	37.8
	(3.5)	(6.9)	(5.4)	(7.3)	(3.9)	(7.8)	(6.2)	(5.5)	(6.0)	(4.6)	(6.7)	(7.8)
> 3 months to 6 months	12.0	8.9	16.8	9.2	11.4	14.3	7.4	13.7	15.4	7.9	15.8	20.7
	(2.3)	(4.0)	(4.0)	(4.2)	(2.5)	(5.5)	(3.4)	(3.8)	(4.4)	(2.6)	(4.9)	(6.5)
> 6 months to 12 months	13.8	5.4	18.6	13.5	14.5	11.1	6.6	16.0	20.4	7.7	20.4	26.0
	(2.4)	(3.2)	(4.2)	(5.0)	(2.7)	(4.9)	(3.2)	(4.0)	(4.9)	(2.5)	(5.4)	(7.0)
> 12 months	19.6	25.0	16.1	22.1	18.9	22.4	22.8	15.0	22.6	21.4	17.8	15.5
	(2.8)	(6.1)	(4.0)	(6.1)	(3.1)	(6.5)	(5.4)	(3.9)	(5.1)	(3.9)	(5.1)	(5.8)
Number of respondents	417	100	170	87	334	83	109	155	153	207	116	94
Average months kept:												
Longest paid job	9.0	8.8	8.6	10.4	8.8	9.6	8.7	8.2	10.6	8.8	9.5	8.8
	(0.8)	(1.6)	(1.2)	(2.1)	(0.9)	(1.9)	(1.6)	(1.3)	(1.5)	(1.2)	(1.6)	(1.6)
Present paid job	8.5	9.7	6.6	10.6	8.0	11.2	8.8	8.4	8.2	9.8	6.0	7.4
	(1.0)	(2.2)	(1.4)	(2.6)	(1.1)	(2.7)	(2.0)	(1.7)	(1.6)	(1.6)	(1.5)	(1.8)
Number of respondents	287	66	117	63	239	48	78	99	110	140	80	67
Percentage of unemployed youth leaving last job by:												
Quitting	32.3	22.3	42.1	35.9	28.2	43.3	19.7	36.5	41.5	25.1	46.0	38.7
	(5.7)	(9.8)	(9.5)	(13.0)	(6.4)	(11.8)	(9.0)	(8.9)	(11.0)	(7.0)	(12.0)	(13.9)
Being fired	8.0	5.1	7.7	0.0	10.2	2.1	9.4	2.6	15.3	8.6	3.6	12.6
	(3.3)	(5.1)	(5.1)	(0.0)	(4.3)	(3.4)	(6.6)	(2.9)	(8.0)	(4.5)	(4.5)	(9.5)
Being laid off	10.3	10.0	12.1	7.5	12.2	5.3	10.0	10.8	9.7	7.6	13.1	16.5
	(3.7)	(7.0)	(6.3)	(7.1)	(4.6)	(5.3)	(6.8)	(5.8)	(6.6)	(4.3)	(8.2)	(10.6)
Ending temporary work	49.4	62.6	38.1	56.7	49.4	49.3	60.9	50.1	33.5	58.7	37.3	32.3
	(6.1)	(11.3)	(9.4)	(13.4)	(7.1)	(11.9)	(11.1)	(9.3)	(10.5)	(7.9)	(11.7)	(13.4)
Number of respondents	135	35	55	25	100	35	35	55	45	71	37	27
Percentage of employed youth fired in the past year	7.0	4.9	6.9	5.7	7.7	4.8	4.4	6.8	11.6	4.6	10.6	11.9
	(1.4)	(2.3)	(2.4)	(2.9)	(1.7)	(2.5)	(2.0)	(2.3)	(3.3)	(1.5)	(3.6)	(4.3)
Number of respondents	615	172	220	115	470	145	187	220	208	338	147	130

Source: Parent interviews.

Table 43B: EMPLOYMENT CHARACTERISTICS OF YOUTH WITH EMOTIONAL DISTURBANCES (Concluded)

Employment Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Of those currently working for pay, percentage working at current job:									
< 1 month	36.8	24.7	15.7	26.5	23.1	---	33.1	22.8	16.0
	(9.4)	(6.9)	(4.2)	(10.1)	(4.0)		(7.4)	(5.9)	(5.2)
1 to 3 months	29.7	37.8	43.9	39.5	37.3	---	31.7	41.4	40.0
	(8.9)	(7.8)	(5.7)	(11.1)	(4.5)		(7.3)	(7.0)	(7.0)
> 3 months to 6 months	2.8	9.7	6.5	2.5	8.6	---	7.7	4.2	8.8
	(3.2)	(4.8)	(2.8)	(3.6)	(2.6)		(4.2)	(2.8)	(4.0)
> 6 months	30.7	27.7	33.9	31.5	31.0	---	27.5	31.5	35.3
	(9.0)	(7.2)	(5.5)	(10.6)	(4.3)		(7.0)	(6.6)	(6.8)
Number of respondents	48	70	141	42	230	11	81	100	95
Of those ever employed for pay, percentage with longest time at a paid job:									
3 months or less	58.5	62.3	47.5	61.7	50.5	83.4	60.7	52.7	49.4
	(7.7)	(6.1)	(4.9)	(8.9)	(3.9)	(11.7)	(6.2)	(5.9)	(5.9)
> 3 months to 6 months	8.2	9.6	14.7	6.4	14.0	6.8	10.4	10.4	14.3
	(4.3)	(3.7)	(3.5)	(4.5)	(2.7)	(7.9)	(3.9)	(3.6)	(4.1)
> 6 months to 12 months	15.5	7.1	16.2	10.6	15.3	0.0	9.2	16.1	16.3
	(5.7)	(3.2)	(3.6)	(5.6)	(2.8)	(0.0)	(3.7)	(4.3)	(4.4)
> 12 months	17.8	21.0	21.6	21.3	20.3	9.9	19.7	20.9	20.0
	(6.0)	(5.1)	(4.0)	(7.5)	(3.1)	(9.4)	(5.1)	(4.8)	(4.7)
Number of respondents	75	114	192	63	328	20	123	143	138
Average months kept:									
Longest paid job	7.9	8.2	10.7	9.4	9.2	---	8.1	8.9	10.6
	(1.6)	(1.4)	(1.4)	(2.4)	(0.9)		(1.3)	(1.3)	(1.8)
Present paid job	7.7	8.4	9.7	9.7	8.2	---	8.1	7.6	10.6
	(2.2)	(1.9)	(1.6)	(2.9)	(1.2)		(1.8)	(1.5)	(2.3)
Number of respondents	48	70	141	42	230	11	81	100	95
Percentage of unemployed youth leaving last job by:									
Quitting	28.9	35.4	31.0	33.3	32.3	---	41.0	30.9	26.2
	(11.3)	(9.8)	(8.6)	(13.9)	(6.5)		(10.8)	(9.8)	(9.0)
Being fired	0.0	10.8	12.0	5.0	10.1	---	7.4	3.0	15.0
	(0.0)	(6.4)	(6.0)	(6.4)	(4.2)		(5.8)	(3.6)	(7.4)
Being laid off	18.4	5.7	6.8	5.6	13.4	---	5.4	14.4	7.7
	(9.7)	(4.7)	(4.6)	(6.8)	(4.7)		(5.0)	(7.5)	(5.5)
Ending temporary work	52.7	48.2	50.3	56.0	44.2	---	46.2	51.7	51.0
	(12.4)	(10.2)	(9.2)	(14.6)	(6.9)		(11.0)	(10.6)	(10.3)
Number of respondents	30	42	52	22	101	10	40	43	47
Percentage of employed youth fired in the past year	3.8	7.5	11.2	0.8	9.5	4.0	5.4	7.1	10.1
	(2.2)	(2.7)	(2.7)	(1.1)	(2.0)	(5.1)	(2.2)	(2.7)	(3.0)
Number of respondents	137	171	256	129	448	29	209	186	196

Source: Parent interviews.

Appendix A

APPENDIX A

This appendix provides additional information to aid the reader in interpreting data related to two kinds of variables presented in the almanacs: variables potentially subject to bias, and variables created by combining two sources of information. Variables in each of these categories, along with references to the tables in which they appear, are discussed below.

Variables Potentially Subject to Bias

Measured IQ (Table 4)

IQ scores were taken from students' school records for their most recent year in secondary school and recorded on the school record abstract form in response to the following item:

> "What overall test score or IQ score did the student receive on the test indicated in Question 12? If the IQ or overall test score is not given, indicate the mental age or grade equivalent score if provided.

IQ data were not available for all youth and the fraction of students for whom IQ scores were available varied considerably for youth in different disability categories. For example, IQ scores were present in school records for 86% of youth classified as mentally retarded and for 84% of those classified as learning disabled, but for only 47% of youth with other health impairments and 50% of youth with speech impairments. The relatively high rate of missing data for youth in some categories raised the question of whether available IQ scores were systematically biased downward. Were scores available more frequently for youth for whom normal IQ was questioned, i.e., those at the lower end of the normal intelligence scale? Perhaps IQ tests were not as routinely given for youth for whom there was little question of at least normal IQ.

To address this issue, the functional ability levels were compared for youth with and without IQ scores in each disability category. To the extent that functional ability correlates with measured intelligence ($r=.54$; $p<.001$), if the hypothesized bias were present, lower functional ability scores would be observed for youth with IQ scores and higher functional ability scores for youth without IQ data. Examination of the functional mental skills scale scores for the majority of youth--those classified as emotionally disturbed, hard of hearing, learning disabled, and visually impaired--revealed no significant differences between youth with and without IQ test scores, indicating an absence of bias for youth in those categories. However, youth classified as orthopedically impaired, other health impaired, and speech impaired with IQ data had

significantly lower functional mental skills scale scores than those for whom IQ data were not available ($p<.05$). Thus, there appears to be some downward bias in the IQ scores for youth in these categories. However, an opposite relationship of functional abilities and IQ was observed for youth in the deaf/blind, multiply handicapped, and mentally retarded categories. For these youth, functional abilities were significantly higher for those with IQ scores ($p<.001$). For these categories, an upward bias in IQ scores is apparent.

One possible explanation for the systematic differences is that some districts may have tested only those youth with orthopedic impairments, speech impairments, and other health impairments who were having explicit educational performance difficulties or for whom mental retardation was suspected. At the same time, it is likely that lower functioning youth classified as deaf/blind, multiply handicapped, or mentally retarded were not able to be tested accurately, while testing of higher functioning youth in these categories was important to ascertain their academic potential.

Differences in abilities only partially explain why scores were available only for some youth. In all disability categories, scores were available for some youth at all functional levels. The most likely explanation for this seemingly random component of the availability of IQ scores is variation in school and district practices in the extent to which IQ testing is conducted as part of special education assessment procedures.

Self-Care Skills (Table 5)

These questions were asked only of parents of youth who were classified as mentally retarded, visually impaired, deaf, orthopedically impaired, other health impaired, multiply handicapped, or deaf/blind. They were not asked of parents of youth who were classified as learning disabled, emotionally disturbed, speech impaired, or hard of hearing, with no other disabilities because such disabilities were assumed not to interfere in most cases with the performance of the basic self-care skills being investigated. Youth in these categories were assigned a value corresponding to "very well" for each item, which would sum to a score of 12 (high) on the corresponding scale. If the skills of youth in these categories were actually lower, the reported self-care skills scores would overestimate abilities.

Assistive Devices (Table 7)

Items related to assistive devices were not asked of parents of youth in all disability categories in an effort to reduce the burden of the interview and because some devices were assumed to be inappropriate to some kinds of disabilities. Items related to assistive devices for the hearing impaired (telecommunications devices, telephone

amplifier, hearing aid, closed captioned TV, other hearing assistance) were asked only of parents of youth who were reported as deaf, hard of hearing, deaf/blind, or multiply handicapped as a primary or additional disability by the school/district or parent. Assistive devices related to mobility (wheel chair, crutches, cane, walker, changes to the car, prosthetics, orthotics, computer designed to aid mobility, other devices to aid mobility) were asked only of parents of youth who were reported as orthopedically impaired, other health impaired, or multiply handicapped as a primary or additional disability by the school/district or parent. Assistive devices related to vision (seeing eye dog, Braille or large print readers, opticon/optical scanner, computers to aid vision, other vision assistance) were asked only of parents of youth reported as visually impaired, deaf/blind, or multiply handicapped as a primary or additional disability by the school/district or parent. Youth whose parents were not asked directly about assistive devices were coded as not using the devices, assuming they were inappropriate to the disabilities of the youth. If some youth actually used the devices, but parents were not asked the items, the data reported would underestimate use of assistive devices.

Receipt of Physical Therapy/Mobility Training (Tables 28, 34)

Items related to receipt of physical therapy or mobility training in the parent interview were not asked of parents of youth who were reported as learning disabled, emotionally disturbed, or speech impaired, with no other additional disabilities in an effort to reduce the burden of the interview and because the service was considered inappropriate to those disabilities. Youth with those disabilities were coded as not receiving the service. If youth with those disabilities actually had received the service, data would underestimate service receipt.

Grade Point Average (Table 36)

Grade point average is calculated on a 4-point scale, with a grade of A assigned 4 points, B assigned 3 points, C assigned 2 points, D assigned 1 point, and failed courses assigned no value. Grades of "pass" or "satisfactory" were coded as equivalent to a "C," "failure" or "unsatisfactory" were coded as equivalent to an "F."Points are summed and divided by the total number of courses, including those failed.

There is some reason to suspect that the grades abstracted from students' records may overestimate grade performance for two reasons. First, not all students received grades. Second, there are potential biases apparent in the reporting of grades for some students who received them. Each source of potential bias is discussed below.

Students Who Did Not Receive Grades--NLTS data reveal that 11% of students with disabilities did not receive grades in any courses in their most recent year in secondary

school. As shown in Table A-1, the receipt of grades is strongly associated with the nature and severity of students' disabilities. For example, more than half of students with low functional mental skills did not receive grades (55%), compared with only 4% of students with high functional mental skills.

Hence, course grades "cream" the special education student population by eliminating students with more severe disabilities and lower functional skills. For example, because the students who received grades were the more capable special education students, we would expect grades to be generally higher and more similar to regular education students than would be the case if all special education students were considered.

Table A-1
STUDENTS WITH DISABILITIES WHO DID NOT RECEIVE COURSE GRADES IN THEIR MOST RECENT SCHOOL YEAR

Student Characteristics	Students Who Did Not Receive Grades %	S.E.	N
Total	10.8	1.0	5591
Primary disability category			
Learning disabled	4.8	1.1	821
Emotionally disturbed	8.7	1.8	502
Speech impaired	4.3	1.5	379
Mentally retarded	24.0	2.0	846
Visually impaired	10.4	2.5	548
Hard of hearing	1.5	1.0	513
Deaf	11.1	2.0	683
Orthopedically impaired	14.9	2.7	458
Other health impaired	9.6	2.6	284
Multiply handicapped	56.1	4.0	491
Deaf/blind	78.1	6.8	66
Functional mental skills*			
Low	54.9	5.3	548
Medium	11.5	1.9	1724
High	3.6	1.0	1962
Student assigned to grade level			
Yes	5.1	.8	4619
No	65.7	3.6	941
Student attended:			
Special school for students with disabilities	54.5	3.9	1529
Regular secondary school	6.9	.8	4052

* Parents rated on a 4-point scale youths' abilities to tell time on a clock with hands, look up telephone numbers and use the phone, count change, and read common signs. Ratings were summed to create a scale ranging from 4 to 16. High ability is defined as a scale value of 15 or 16.

Source: Grade data from students' school records. Functional abilities from parent interviews.

Potential Reporting Bias--For students who were taking a single course for two semesters and received two different grades, data abstractors recruited in schools were instructed to record the grade received in the most recent semester. However, when transcripts were obtained for a subsample of students and compared to grades reported by data abstractors on the record abstract forms, 34% of the 157 cases reviewed showed discrepancies between transcript grades and record abstract grades. The majority of these cases involved abstractors reporting the higher of two grades received for two-semester courses, rather than the most recent grade. Generally only one course per student was involved in a grade discrepancy and the grade change was virtually always only 1 grade point (i.e., a B reported as the higher grade when a C was the most recent grade). This degree of overestimation of the GPA for a given student with 7 graded courses would be .14 (i.e., the difference between a GPA of 3.0 and a GPA of 2.86). If this overestimation affected one-third of the full sample, as it did of the cases validated, it would result in a GPA overestimation of .05 for the full sample. However, because the subsample used for this comparison was small and included students from only four disability groups, it is unknown to what extent this tendency to record the more favorable grade rather than the most recent grade pervades the grade data reported here for the full sample. Further, in a handful of cases, failed courses were not included on the record abstract form because students received no credit for them. Hence, the grade data may paint a somewhat rosier picture of grade performance than students actually achieved; GPAs may actually have been marginally lower and failure rates marginally higher than those reported.

Alterations Made to the Home (Table 38)

The item related to whether alterations had been made to the youth's home to accommodate a disability were asked only of parents of youth who were reported as deaf/blind, visually impaired, orthopedically impaired, other health impaired, or multiply handicapped, as a primary or secondary disability by the school/district or parent. Parents of youth with other disabilities were not asked the item in an effort to reduce the burden of the interview and because such alterations were considered inappropriate to those disabilities. Youth with other disabilities were coded as not having had the alternations. If youth with other disabilities actually had the alterations, data would underestimate their frequency.

Variables Constructed from Multiple Sources

Secondary School Enrollment Status (All Tables)

Because the NLTS focuses on the time when youth move from secondary school into more adult experiences, the status of youth relative to secondary school is critical. The NLTS classifies youth into three categories based on their secondary school enrollment status:

- In secondary school
- Out of secondary school less than 1 year
- Out of secondary school from 1 to 2 years.

Secondary school enrollment status is based on data from two sources: the parent interview and/or school record abstract.

For 26% of youth, secondary school status is based on parent reports alone because no school record abstract was obtained. The parent interview nvolves data from two items:

A10 "Has (NAME) been enrolled in a junior or senior high school (or special school) in the past 12 months?"

A12 Is (NAME) now enrolled, or will she/he be enrolled in the fall in (junior or senior high school/this special) school?"

A youth is coded as in school if the parent responded positively to A12. A youth is coded as out of school less than 1 year if the parent responded positively to A10 but negatively to A12. The youth is coded as out of school from 1 to 2 years if the parent responded negatively to both items.

For 14% of youth, secondary school enrollment status is based on information from school records alone because no parent interview could be completed. The school record abstract reports data from the student's most recent school year. Students whose most recent school year was 1985-86 were coded as out of school 1 to 2 years as of the 1987 interview. Students whose most recent school year was 1986-87 and who were reported as completing the school year by being promoted or not (as opposed to codes indicating the student had left school; e.g., graduated, aged out, suspended, incarcerated) were coded as in secondary school. Those whose most recent school year was 1986-87 but who were reported as graduating, dropping out, aging out, being suspended/expelled or incarcerated/institutionalized, or who had withdrawn, moved, or transferred were coded as out of secondary school less than 1 year.

For 60% of youth, both the parent interview and school record abstracts were available as sources for secondary school enrollment status. Of these youth, parents and school records agreed on the school enrollment status of 4084 youth (82%), with the greatest agreement (97%) apparent for students still enrolled in secondary school. There was agreement in 77% of cases that youth were out of school, but less agreement as to the length of time they had been out of secondary school. The following decision rules were used to resolve discrepancies:

- Parent reports of youth being in secondary school were accepted if 1986-87 school records indicated the youth had withdrawn, moved, dropped out, or been institutionalized or incarcerated, assuming the parent was reporting enrollment in a different program in the summer or fall than had been attended during the previous school year.

- If the parent indicated the youth had left school up to a year earlier, and the school record indicated the student had been enrolled in the 1986-87 school year and completed the school year (whether or not promoted to the next grade level), the parent report of the youth being out of school up to 1 year was accepted, assuming the parent was reporting school completion (i.e., dropping out or graduating) that occurred after the end of the school year.

- If the parent indicated the youth had left school more than 1 year ago, but school records indicated enrollment in the 1986-87 school year, students were coded as out of school up to 1 year.

- If the parent reported the youth was still in school, but a school record indicated the youth had graduated or aged out, or if the youth was beyond secondary school age, the youth was coded as having been out of school, assuming the parent was mistakenly reporting school enrollment at a postsecondary school. If the school record was from 1985-86, the youth was coded as out of school 1 to 2 years; if the record was from 1986-87, the youth was coded as out of school up to 1 year.

- If the parent reported the youth was out of school up to 1 year, and the most recent school record abstract was for 1985-86 and indicated the student completed the school year (whether or not promoted), the parent report was accepted, assuming the student had enrolled in the 1985-86 summer or the 1986-87 school year in a different program and left in 1986-87.

- If the parent reported the student had been out of school 1 to 2 years and the school record from 1985-86 school year indicated the student had completed the year, the parent report was accepted, assuming the student had not returned to school in 1986-87.

Attended Special School for Students with Disabilities (Table 9)

Two sources of data were used to determine whether a student attended a special school serving only students with disabilities: the school record and the Survey of Secondary Special Education Programs.

The survey item asked:

> "Which of the following best describes your school?"
> Response categories included, among others, "School that only serves handicapped or disabled students."

The school record item asked:

> "What are all of the settings in which this student received educational services in the school year indicated on the cover sheet?"
> Response categories included, among others, "special school for the disabled."

Enrollment status for 16% of cases was based on the survey alone, and 6% were based on the abstract alone. For the 76% of cases (N=5742) that had both sources, there was 98% agreement between them. In other cases, the survey was the preferred source. If the survey indicated a special school, the student was coded as attending a special school, regardless of the school record. If the survey indicated the school was not a special school, the student was coded as not attending a special school, even if one of the settings of the student was a special school, assuming that attendance in that setting was secondary to attendance at the primary, regular school.

Took Occupationally-Oriented Vocational Education (Table 17)

The variable indicating whether the youth took occupationally-oriented vocational education uses two sources: the school record and parent interview. The parent interview items include the following:

> "What kinds of job training or help has (NAME) had in the past 12 months? Has he/she had...
> 1 Testing to find out his/her work interests or abilities
> 2 Training in specific job skills, like care repair or food service
> 3 Training in basic skills needed for work, like counting change, telling time, or using transportation to get to work
> 4 Career counseling (like help in figuring out jobs (NAME) might be suited to
> 5 Help in finding a job or learning to look for one."
>
> Who has given (NAME) job training or help in the past 12 months?"
> Response categories included, among others, "youth's junior or senior high school" and "a special secondary school for the disabled."

If a respondent gave a positive response to category 2 of the first item and the only source indicated for the service was a secondary school (special or regular), the student was indicated as having received occupationally- oriented vocational education from the school in the most recent school year.

The school record item involved a listing of courses the student took in the most recent school year. If a vocational course was listed, the following item was asked:

"If the student has taken vocational education classes during the school year indicated on the cover sheet, please indicate the type of vocational education taken."

Responses were coded as follows:

1 Agriculture (e.g., animal and plant science, landscaping/gardening, horticulture/nursery, forestry)
2 Distributive education (e.g., retailing, banking and finance, cashier, hotel/tourism/recreation, marketing and sales, advertising, warehousing, transportation/driver, real estate)
3 Health occupations (e.g., health care, medical and dental assistant, nursing, community and environmental health)
4 Office occupations (e.g., secretarial, clerical, typing, accounting, data processing, computer programming and operations)
5 Technical education (e.g., engineering, architecture, aeronautics)
6 Machine shop, auto and motor repair
7 Construction trades (e.g., carpentry, masonry, plumbing, wood working, metal working, welding)
8 Electrical, electronics, communication, air conditioning
9 Manufacturing, industrial arts
10 Painting, interior design/decorating
11 Graphic and commercial arts, drafting, printing, photography
12 Food services, cook, food server, hostess, dishwasher
13 Personal services, cosmetology, laundry/cleaning
14 Custodial services/janitor
15 Fireman, law enforcement, public service
16 Other (SPECIFY)
17 Career exploration, prevocational skills, work adjustment
18 Sheltered workshop, supported employment
19 Work study/experience, on-the-job training
20 Clothing/textiles
21 Child care, nursery school

If the record indicated a positive response to categories 1 through 15, 20 or 21, the student was counted as having received occupationally-oriented vocational education.

For 16% of cases, the value on this variable was based on the school record alone; for 21% of cases it was based on the parent interview alone. For 63% of cases, both sources were available. There was agreement between sources in 98% of these cases. In the event of discrepancies, a student was coded as having taken occupationally-oriented vocational education if either the school record or the parent interview met the criteria for a positive response.

This variable was used in the construction of a variable indicating whether the student was enrolled in any vocational education in the most recent year. A positive

value for receiving occupationally-oriented vocational education was coded as a positive value for having received any vocational education.

Also, this variable was the basis for variables indicating the number of hours of occupationally-oriented vocational education received and whether that training was in a regular education or special education setting. Only responses based on the school record contributed to these latter two variables, because no indication of placement or amount of the occupationally-oriented training was included in the parent interview.

Support Services Received (Tables 28, 30, 32-35)

The NLTS investigated whether the youth had received the following kinds of support services: speech therapy, personal counseling/therapy, physical therapy/mobility training, help from a tutor/reader/interpreter, and transportation assistance. For each kind of service, three variables were created: whether the service had ever been received, whether it had been received in the previous year, whether it had been received in the previous year from the youth's secondary school. In addition, the total hours of the service received in the previous year was calculated for each service only for cases having a parent interview (school records did not indicate number of hours received).

The two sources of data for items regarding receipt of services were the parent interviews and school records. The parent source involved responses to the following three kinds of questions, which were asked of the majority of respondents about each service:

> "Has (NAME) ever had (kind of service)?"
>
> "Has (NAME) had any of this (kind of service) in the past 12 months?"
>
> "Who has given (NAME) (kind of service) in the past 12 months?" Response categories (not read to respondent) included, among other sources, "youth's junior or senior high school", and "special secondary school for the disabled."

These items were asked for all noninstitutionalized youth regarding speech therapy, personal counseling/therapy, transportation assistance, and help from a tutor/reader/interpreter. (Institutionalized youth were those reported by parents to be living for at least one year in a hospital, mental health, or correctional facility.) Items related to physical therapy/ mobility training were not asked of parents with youth classified as learning disabled, emotionally disturbed, or speech impaired only (no other additional disabilities named by the school/district or parent) because that service was assumed not to pertain to those disabilities (see discussion in previous section). Youth

with these disabilities only were coded as having not received the service ever, in the past year, or from the school, unless the school record abstract indicated otherwise.

For institutionalized youth, the following item was asked:

"Is (NAME) getting any of the following kinds of help at this place (the institution)?" Response categories included, among others:

Speech or language therapy
Personal counseling or therapy
A tutor, reader, or interpreter
Physical therapy or mobility training (e.g., help with walking or wheelchair use
Help in getting or using transportation

A positive response to a service was coded as having received the service ever and in the past 12 months. Institutionalized youth were not included in the calculation of services received from the school.

The school record abstract source involved the following item:

"Which of the following services did the student receive from or through the school system (this can include contracted services) during the school year indicated on the cover sheet?"

1 Physical therapy
2 Occupational therapy
3 Assistive devices or physical adaptations
4 Mental health services, personal counseling, therapy, or psychiatric care
5 Speech or language therapy
6 Hearing-loss therapy
7 Tutor, reader, or interpreter
8 Special transportation because of disability
9 Adaptive physical education
10 Health services (e.g., catheterization)
11 Testing for disabilities (e.g., psychological assessment, classroom observation
12 Social work services
00 None of the above

Responses were coded into the support services variables as follows:

If response circled:	Coded as received:
5	Speech therapy
4, 12	Personal counseling/therapy
1, 10	Physical therapy/mobility training
7	Tutor/reader/interpreter
8	Transportation assistance

Responses for approximately 16% of cases were based on the school record alone, 25% on the parent interview alone, and 59% on both sources.

In cases having two sources for these variables, the extent of agreement between the sources varied among the services and, for a given service, among the variables, as indicated in Table A-2. Agreement was generally highest for receipt of physical therapy and, for all services, was highest for services received in the previous year and lowest for services received from the school.

Table A-2
EXTENT OF AGREEMENT BETWEEN SOURCES FOR VARIABLES RELATED TO SUPPORT SERVICES RECEIVED BY YOUTH

Service Variables	Number of Cases With Two Sources	Percentage In Agreement
Received speech therapy		
Ever	4801	66
In past year	4741	80
In past year from school	4741	69
Received counseling/therapy		
Ever	4786	68
In past year	4753	80
In past year from school	4753	46
Received help from a tutor/reader/interpreter		
Ever	4769	58
In past year	4737	73
In past year from school	4737	59
Received physical therapy/mobility training		
Ever	4793	80
In past year	4774	88
In past year from school	4774	55
Received transportation assistance		
Ever	4820	55
In past year	4814	71
In past year from school	4814	46

For cases in which both sources of data were available, the following decision rules were applied to resolve discrepancies between sources.

- If either the parent interview or a record abstract indicated the service had been received, the student was coded as having ever received the service.
- If either the parent interview or a 1986-87 record abstract indicated the service had been received, the student was coded as having received the service in the previous year.
- If either the parent interview or a 1986-87 record abstract indicated the service had been received from the school in the past year, the student was coded as having received the service in the previous year from the school.

Discrepancies between the two sources were not considered problematic because of logical explanations for why one source would report the service and another not report the service. For example, a parent might report a service received from a source other than the school; the school record would not indicate such a service. Conversely, the school might indicate a support service such as a tutor on an IEP, which would appear then on the record abstract, about which the parent being interviewed might simply have been unaware. Even in the case of the school providing the service, discrepancies are logically possible. For example, the parent might have been aware of a child's consultation with a school counselor and would have reported it as counseling received from the school. Such a service would not have been included on an IEP and would not have appeared on a school record abstract form.

Vocational Services Received (Tables 28, 29)

The NLTS investigated whether the youth had received vocational services, and constructed variables indicating whether the service had ever been received, whether it had been received in the previous year, whether it had been received in the previous year from the youth's secondary school, and the hours of the service received in the previous year.

The two sources of data for these items are the parent interviews and school records. The parent source involved responses to the following three questions, which were asked for all noninstitutionalized youth:

> "Has (NAME) ever had training in job skills, career counseling, help in finding a job, or any other vocational education?"
>
> "Has (NAME) had any of this job training or help in the past 12 months?"
>
> "Who has given (NAME) job training or help in the past 12 months?" Response categories (not read to respondent) included, among other sources, "youth's junior or senior high school", and "special secondary school for the disabled."

> "Thinking about the last 12 months, for about how long did (NAME) receive job training from (each source named above)? During this period, about how many hours per day/week/month did the job training take place?" Total hours calculated by multiplying responses to the two questions.

For institutionalized youth, the following item was asked:

> "Is (NAME) getting any of the following kinds of help at this place (the institution)? Response categories included, among others, "job training or vocational education."

A positive response to this item was coded as receiving vocational services ever and in the past 12 months. Institutionalized youth were not included in the calculation of services received from the school. For institutionalized youth, the number of hours of vocational services was coded as "don't know."

The school record abstract source involved the listing of courses that the student had taken in the most recent school year (1985-86 or 1986-87). One category of courses was vocational education. If the student was reported as taking any kind of vocational training in the 1985-86 school year, he/she was recorded as "ever" receiving vocational services, but "don't know" regarding receipt in the previous year. Students reported as taking vocational education in the 1986-87 school year were coded as receiving vocational services ever, in the past year, and from the school in the past year. Hours of service received in the previous year was based on 1986-87 school records and was calculated from the school record abstract using the following algorithm:

18 (number of weeks in a typical school semester)
x hours per week student took the course
x number of semesters taken

Responses for approximately 17% of cases were based on the school record alone, 25% on the parent interview alone, and 58% on both sources.

In cases having two sources for these variables, there was agreement between the sources in about half the cases regarding receipt of services. The following decision rules were applied to resolve discrepancies between sources.

- If either the parent interview or a record abstract indicated the service had been received, the student was coded as having ever received the service.
- If either the parent interview or a 1986-87 record abstract indicated the service had been received, the student was coded as having received the service in the previous year.

- If either the parent interview or a 1986-87 record abstract indicated the service had been received from the school in the past year, the student was coded as having received the service in the previous year from the school.

- For hours of service received in the past year, the higher value was taken from either the parent interview or the 1986-87 school record.

Discrepancies between the two sources were not considered problematic because of logical explanations for why one source would report the service and another not report the service. For example, a parent might report a service received from a source other than the school; the school record would not indicate such a service. Conversely, the school might indicate a vocational course about which the parent being interviewed might simply have been unaware.

Occupational Therapy/Life Skills Training Received (Tables 28, 31)

The NLTS investigated whether the youth had received occupational therapy or life skills training, and constructed variables indicating whether the service had ever been received, whether it had been received in the previous year, whether it had been received in the previous year from the youth's secondary school, and the hours of the service received in the previous year.

The two sources of data for these items are the parent interviews and school records. The parent source involved responses to the following three questions, which were asked for all noninstitutionalized youth:

> "Has (NAME) ever had any occupational therapy or other instruction in life skills, other than from family members or friends? Life skills instruction might include learning to manage money or learning cooking or housekeeping skills. Occupational therapy might include help in learning feeding, dressing, toileting, or grooming."
>
> "Has (NAME) had any occupational therapy or life skills training, other than from family members or friends, in the past 12 months?"
>
> "Who has given (NAME) occupational therapy or life skills training in the past 12 months?" Response categories (not read to respondent) included, among other sources, "youth's junior or senior high school", and "special secondary school for the disabled."
>
> "Thinking about the last 12 months, for about how long did (NAME) receive occupational therapy or life skills training from (each source named above)? During this period, about how many hours per day/week/month did the occupational therapy or life skills training take place?" Total hours calculated by multiplying responses to the two questions.

For institutionalized youth, the following item was asked:

> "Is (NAME) getting any of the following kinds of help at this place (the institution)? Response categories included, among others, "occupational therapy or life skills training (e.g., feeding, dressing, money management)."

A positive response to this item was coded as receiving the service/training ever and in the past 12 months. Institutionalized youth were not included in the calculation of services received from the school. For institutionalized youth, the number of hours of training/service was coded as "don't know."

The school record abstract source involved two items:

> The listing of courses that the student had taken in the most recent school year (1985-86 or 1986-87). One category of courses was home economics and life skills training. If the student was reported as taking this kind of course in the 1985-86 school year, he/she was recorded as "ever" receiving the training/service, but "don't know" regarding receipt in the previous year. Students reported as taking such courses in the 1986-87 school year were coded as receiving training/service ever, in the past year, and from the school in the past year. Hours of service received in the previous year was based on 1986-87 school records and was calculated from the school record abstract using the following algorithm:
>
> 18 (number of weeks in a typical school semester)
> x hours per week student took the course
> x number of semesters taken.
>
> "Which of the following services did the student receive from or through the school system (this can include contracted services) during the school year indicated on the cover sheet?" Response categories included, among others, "occupational therapy."

If a positive response was given to the second item only, the student was coded as receiving the training/service ever, in the past year, and in the past year from the school. He/she was coded "don't know" for the hours of service received.

Responses for approximately 17% of cases were based on the school record alone, 25% on the parent interview alone, and 58% on both sources.

In cases having two sources for these variables, there was agreement between the sources in about half the cases regarding receipt of services. The following decision rules were applied to resolve discrepancies between sources.

- If either the parent interview or a record abstract indicated the service had been received, the student was coded as having ever received the service.
- If either the parent interview or a 1986-87 record abstract indicated the service had been received, the student was coded as having received the service in the previous year.

- If either the parent interview or a 1986-87 record abstract indicated the service had been received from the school in the past year, the student was coded as having received the service in the previous year from the school.

- For hours of service received in the past year, the higher value was taken from either the parent interview or the 1986-87 school record.

Discrepancies between the two sources were not considered problematic because of logical explanations for why one source would report the service and another not report the service. For example, a parent might report a service received from a source other than the school; the school record would not indicate such a service. Conversely, the school might indicate a course about which the parent being interviewed might simply have been unaware.

School Completion Status (Table 37)

There are 3053 youth who are considered out of school and for whom the mode of school leaving, referred to as school completion status, is known. The school completion status variable has four categories:

- Graduated
- Dropped out
- Aged out
- Suspended/expelled

An exiter's completion status was derived from two possible sources: the parent interview and/or the school record abstract. The parent interview source involved asking the following item of parents who said youth were no longer in secondary school:

> "Did (NAME) graduate, voluntarily leave school, was (he/she) suspended or expelled or is (he/she) older than the school age limit?"

The school record abstract item asked:

> "What was this student's status at the end of the school year?" Possible responses included:
>
> - Graduated
> - Exceeded the school age limit
> - Completed the school year and promoted to the next grade level
> - Completed the school year but not promoted to the next grade level
> - Dropped out
> - Permanently expelled
> - Transferred/moved to another school
> - Incarcerated
> - Institutionalized due to handicap
> - Other (specify)
> - Don't know.

For 30% of cases, school completion status was based on the parent interview alone. For 16% of cases, values were based on the school record abstract alone; the school abstract response was used by collapsing responses into the 4 completion status categories as follows:

School Completion Status	Record Abstract Response
Graduated	Graduated
Aged Out	Exceeded the school age limit
Dropped out/left	Dropped out
	Withdrew
	Institutionalized
	Incarcerated
	Other
Suspended/expelled	Permanently expelled

For the 55% of cases in which both the parent interview and the school record abstract were available, there was agreement between the two sources on the youth's completion status for 78% of cases. For the remaining 22% of cases (351), the following discrepancies were noted and resolutions made:

- In cases in which the school reported the youth transferred, moved, or withdrew, the parent report was the basis for categorization because the parent would have known the final status of the youth after a move, transfer, or withdrawal from a given school.

- Schools were considered the best source of information when there was a discrepancy involving whether the youth graduated vs. aged out resulting from different interpretations of what constituted graduation vs. receipt of special diplomas for attendance.

- The parent was considered the best source of information in cases in which the school indicated the youth had completed the school year (whether or not promoted), but the parent reported a more final disposition that could have occurred, for example, because of school work done in the summer (i.e., resulting in graduation) or because of decisions made in the summer not to return in the fall (i.e., dropping out). Similarly, parents' reports of graduation were accepted when the school reported the youth dropped out or was suspended because further school work in the summer could have resulted in graduation by the time of the interview. Parent reports of a more final status (e.g., dropping out) also were accepted when the school reported what was considered an intermediate status, such as incarceration or institutionalization.

- Youth were categorized as dropouts, based on the school report, when the parent contended the youth exceeded the age limit but the youth was not old enough to have done so, or if the parent reported the youth had been suspended.

Appendix B

Appendix Table 1A: SUBGROUPS REFERENCED IN STATISTICAL TABLES FOR YOUTH WITH EMOTIONAL DISTURBANCES

Subgroups Referenced, and Table Number(s)	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Table 8: Percentage of youth who were still in high school or had left high school without graduating*	78.3	83.2	74.5	83.3	80.0	73.4	96.2	84.1	42.4	98.2	39.0	56.0
	(2.4)	(4.1)	(4.1)	(4.8)	(2.6)	(5.4)	(1.9)	(3.5)	(5.0)	(1.0)	(5.7)	(6.8)
Number of respondents	589	163	222	109	452	137	174	207	208	318	147	123
Table 8: Percentage of youth who had not received a 2-year diploma and had not attended a 4-year college in the past year*	73.6	66.6	72.3	83.5	74.4	71.2	70.1	78.1	72.0	70.6	76.5	83.0
	(2.6)	(5.3)	(4.3)	(4.8)	(2.9)	(5.5)	(4.6)	(4.0)	(4.7)	(3.5)	(5.1)	(5.4)
Number of respondents	570	158	214	109	436	134	174	203	193	318	141	111
Tables 10, 13, 14, and 20-26: Percentage of youth in schools that served:**												
Seventh grade	22.1	19.0	21.1	19.4	23.4	17.8	29.6	19.2	13.2	24.3	19.5	16.3
	(2.4)	(4.1)	(3.7)	(4.7)	(2.8)	(4.8)	(4.4)	(3.6)	(3.7)	(3.2)	(4.5)	(5.8)
Eighth grade	25.4	19.0	24.8	28.0	26.6	21.7	33.2	22.3	16.4	27.5	23.1	19.8
	(2.5)	(4.1)	(4.0)	(5.3)	(2.9)	(5.2)	(4.6)	(3.8)	(4.1)	(3.3)	(4.8)	(6.2)
Ninth grade	82.5	84.1	84.8	84.9	81.7	85.7	80.0	86.4	80.0	82.3	84.3	78.2
	(2.2)	(3.8)	(3.3)	(4.2)	(2.5)	(4.4)	(3.9)	(3.2)	(4.4)	(2.9)	(4.1)	(6.5)
Tenth grade	86.9	83.1	92.8	93.4	85.7	91.2	79.8	92.6	90.2	84.5	91.0	89.9
	(2.0)	(3.9)	(2.4)	(2.9)	(2.3)	(3.6)	(3.9)	(2.4)	(3.3)	(2.7)	(3.2)	(4.7)
Eleventh grade	86.6	82.8	92.8	93.4	85.2	91.4	78.0	92.0	93.0	84.0	91.0	89.9
	(2.0)	(3.9)	(2.4)	(2.9)	(2.3)	(3.5)	(4.0)	(2.5)	(2.8)	(2.7)	(3.2)	(4.7)
Twelfth grade	85.6	80.7	92.8	92.8	84.5	89.7	77.7	90.9	91.2	82.5	91.0	89.9
	(2.0)	(4.1)	(2.4)	(3.1)	(2.4)	(3.8)	(4.0)	(2.6)	(3.1)	(2.8)	(3.2)	(4.7)
Ungraded	44.0	45.7	39.5	39.9	43.3	46.3	46.0	40.1	47.3	43.7	43.0	47.7
	(2.9)	(5.2)	(4.5)	(5.8)	(3.2)	(6.2)	(4.8)	(4.5)	(5.5)	(3.7)	(5.6)	(7.8)
Number of respondents	588	183	237	131	459	128	191	221	176	327	160	93

* Source: Parent interviews.
** Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school

Appendix Table 1B: SUBGROUPS REFERENCED IN STATISTICAL TABLES
FOR YOUTH WITH EMOTIONAL DISTURBANCES

Subgroups Referenced, and Table Number(s)	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Table 8: Percentage of youth who were still in high school or had left high school without graduating*	80.4	83.8	76.3	79.9	79.0	73.6	80.8	81.6	76.7
	(4.8)	(3.9)	(3.6)	(5.4)	(2.8)	(11.7)	(4.0)	(4.0)	(4.3)
Number of respondents	123	158	255	113	435	28	187	183	192
Table 8: Percentage of youth who had not received a 2-year diploma and had not attended a 4-year college in the past year*	71.1	79.0	72.3	59.8	80.6	41.5	74.9	77.3	68.3
	(5.6)	(4.4)	(3.8)	(6.6)	(2.7)	(14.1)	(4.5)	(4.4)	(4.7)
Number of respondents	118	155	255	110	428	24	180	183	191
Tables 10, 13, 14, and 20-26: Percentage of youth in schools that served:**									
Seventh grade	18.3	30.6	20.8	15.7	24.9	22.7	24.9	18.1	26.3
	(5.2)	(5.3)	(3.8)	(5.2)	(3.2)	(12.3)	(4.8)	(4.5)	(4.9)
Eighth grade	22.1	31.3	25.0	17.1	27.7	25.5	29.4	19.1	28.8
	(5.6)	(5.3)	(4.0)	(5.4)	(3.3)	(12.8)	(5.1)	(4.6)	(5.0)
Ninth grade	79.7	83.5	79.8	82.6	80.9	88.9	86.7	79.8	78.9
	(5.4)	(4.3)	(3.7)	(5.4)	(2.9)	(9.2)	(3.8)	(4.7)	(4.5)
Tenth grade	84.2	86.8	85.2	89.5	85.0	78.9	87.2	89.0	82.7
	(4.9)	(3.9)	(3.3)	(4.4)	(2.6)	(11.9)	(3.7)	(3.6)	(4.2)
Eleventh grade	84.6	85.2	84.7	89.0	84.5	78.9	86.5	88.0	83.2
	(4.9)	(4.1)	(3.3)	(4.5)	(2.7)	(11.9)	(3.8)	(3.8)	(4.1)
Twelfth grade	81.7	84.7	84.7	86.9	84.3	71.2	86.5	85.8	81.6
	(5.2)	(4.1)	(3.3)	(4.8)	(2.7)	(13.3)	(3.8)	(4.0)	(4.3)
Ungraded	38.2	43.3	48.1	36.2	45.2	60.1	37.8	40.7	53.9
	(6.6)	(5.7)	(4.6)	(6.9)	(3.7)	(14.3)	(5.4)	(5.7)	(5.5)
Number of respondents	100	135	213	99	369	23	157	148	161

* Source: Parent interviews
** Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Appendix Table 1A: SUBGROUPS REFERENCED IN STATISTICAL TABLES FOR YOUTH WITH EMOTIONAL DISTURBANCES (Continued)

Subgroups Referenced, and Table Number(s)	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Table 12: Percentage of youth in schools that served learning handicapped students	95.5	96.1	94.0	99.2	95.7	94.8	94.9	96.2	95.3	95.7	93.6	97.6
	(1.3)	(2.2)	(2.3)	(1.1)	(1.4)	(3.1)	(2.3)	(1.9)	(2.5)	(1.7)	(3.0)	(2.5)
Number of respondents	503	152	213	111	401	101	162	187	154	276	135	84
Table 12: Percentage of youth in schools with twelfth grade that served nondisabled students	80.7	78.7	85.5	94.4	79.8	84.2	74.0	82.9	89.9	78.5	82.7	88.7
	(2.5)	(4.6)	(3.4)	(3.0)	(2.8)	(5.1)	(4.6)	(3.8)	(3.6)	(3.3)	(4.7)	(5.3)
Number of respondents	498	153	208	109	394	103	163	187	148	277	132	81
Table 12: Percentage of youth in schools with twelfth grade and nondisabled students that required minimum competency tests for graduation	55.3	63.4	58.7	42.1	54.8	57.5	53.7	55.4	57.9	54.4	59.6	52.8
	(3.1)	(5.5)	(4.8)	(6.3)	(3.5)	(6.9)	(5.3)	(5.0)	(5.9)	(4.1)	(6.1)	(8.3)
Number of respondents	497	151	209	111	394	102	159	188	150	274	133	83
Table 13: Percentage of youth in schools that served nondisabled and mildly learning impaired students	95.8	97.4	95.8	97.2	96.3	93.9	95.9	96.7	94.0	95.9	95.6	95.5
	(1.3)	(1.8)	(1.9)	(2.2)	(1.3)	(3.4)	(2.0)	(1.8)	(2.9)	(1.6)	(2.6)	(3.5)
Number of respondents	494	152	213	107	393	100	166	180	148	276	130	81

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Appendix Table 1B: SUBGROUPS REFERENCED IN STATISTICAL TABLES FOR YOUTH WITH EMOTIONAL DISTURBANCES (Continued)

Subgroups Referenced, and Table Number(s)	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Table 12: Percentage of youth in schools that served learning handicapped students	99.0	92.3	94.3	95.7	95.0	96.7	94.7	95.9	94.5
	(1.5)	(3.3)	(2.3)	(3.2)	(1.7)	(5.3)	(2.7)	(2.5)	(2.8)
Number of respondents	84	116	178	81	312	23	138	126	130
Table 12: Percentage of youth in schools with twelfth grade that served nondisabled students	83.4	71.5	79.7	80.4	78.6	81.4	79.6	84.6	75.4
	(5.5)	(5.6)	(4.1)	(6.2)	(3.3)	(11.6)	(4.8)	(4.5)	(5.3)
Number of respondents	84	114	179	82	309	22	135	126	130
Table 12: Percentage of youth in schools with twelfth grade and nondisabled students that required minimum competency tests for graduation	56.6	52.2	59.1	63.5	53.3	49.0	56.7	59.3	50.4
	(7.3)	(6.4)	(4.9)	(7.5)	(4.0)	(15.0)	(6.0)	(6.2)	(6.1)
Number of respondents	85	110	180	84	306	22	135	126	130
Table 13: Percentage of youth in schools that served nondisabled and mildly learning impaired students	97.0	97.5	92.6	96.9	96.1	90.8	95.8	97.8	93.2
	(2.5)	(2.0)	(2.7)	(2.7)	(1.6)	(8.6)	(2.4)	(1.9)	(3.1)
Number of respondents	81	113	176	80	306	22	133	122	132

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school

Appendix Table 1A: SUBGROUPS REFERENCED IN STATISTICAL TABLES FOR YOUTH WITH EMOTIONAL DISTURBANCES (Continued)

Subgroups Referenced, and Table Number(s)	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Table 18: Percentage in schools that reported having students in need of:												
Speech/language therapy	91.0	82.5	96.1	94.9	92.6	85.1	89.4	91.0	94.0	89.8	89.9	99.6
	(1.8)	(4.3)	(1.9)	(2.8)	(1.8)	(5.0)	(3.2)	(2.9)	(2.8)	(2.4)	(3.7)	(1.1)
Physical therapy	70.2	60.3	79.5	72.7	68.8	75.0	71.6	67.8	71.7	69.2	68.7	82.4
	(3.0)	(5.7)	(4.0)	(6.0)	(3.4)	(6.2)	(4.8)	(4.8)	(5.6)	(3.9)	(5.9)	(6.5)
Occupational therapy	71.9	63.9	79.2	74.3	71.0	75.2	71.9	68.6	77.9	69.8	70.5	87.9
	(2.9)	(5.6)	(4.1)	(5.9)	(3.3)	(6.4)	(4.8)	(4.9)	(5.1)	(3.9)	(5.9)	(5.6)
Hearing-loss therapy	69.3	69.1	73.7	63.2	69.0	70.2	73.5	66.7	65.8	70.0	63.6	79.3
	(3.0)	(5.4)	(4.5)	(6.5)	(3.4)	(6.8)	(4.8)	(4.9)	(5.9)	(3.9)	(6.2)	(6.9)
Psychotherapy/counseling	86.6	76.5	94.8	85.0	87.1	84.4	85.5	86.8	88.2	84.6	88.0	96.6
	(2.2)	(5.2)	(2.2)	(4.7)	(2.4)	(5.4)	(3.8)	(3.5)	(4.0)	(3.0)	(4.2)	(3.0)
Medical services	78.3	72.8	77.1	86.9	78.1	78.8	81.5	76.4	75.3	79.4	72.1	84.0
	(2.7)	(5.2)	(4.3)	(4.7)	(3.0)	(6.0)	(4.1)	(4.5)	(5.4)	(3.4)	(5.9)	(6.3)
Adaptive physical education	84.0	76.2	88.3	88.6	83.7	85.1	81.5	84.3	88.8	81.2	85.3	95.8
	(2.3)	(5.0)	(3.1)	(4.3)	(2.7)	(5.1)	(4.1)	(3.8)	(3.9)	(3.2)	(4.5)	(3.5)
Social work services	91.8	83.2	97.0	96.0	92.2	90.0	90.1	91.6	95.4	89.8	92.4	100
	(1.8)	(4.3)	(1.7)	(2.6)	(1.9)	(4.4)	(3.2)	(2.9)	(2.6)	(2.5)	(3.4)	(0.0)
Special transportation	89.9	82.8	95.5	95.5	90.4	87.9	88.6	90.2	91.8	88.7	87.8	100
	(1.9)	(4.4)	(2.0)	(2.7)	(2.1)	(4.6)	(3.3)	(3.0)	(3.3)	(2.6)	(4.1)	(0.0)
Human aides or tutors	92.6	84.1	96.2	98.7	93.0	90.9	92.8	91.7	93.9	92.3	92.1	94.2
	(1.7)	(4.2)	(1.9)	(1.5)	(1.8)	(4.0)	(2.7)	(2.8)	(2.9)	(2.2)	(3.4)	(3.9)
Physical aids	71.1	71.7	67.4	78.7	70.6	72.8	72.9	69.1	71.0	72.7	65.6	70.6
	(3.0)	(5.3)	(4.7)	(5.6)	(3.3)	(6.6)	(4.8)	(4.9)	(5.6)	(3.8)	(6.1)	(7.7)
None of these	94.7	86.1	99.5	100	95.7	91.1	93.4	95.7	95.7	94.0	94.4	98.5
	(1.4)	(3.9)	(0.7)	(0.0)	(1.4)	(4.0)	(2.6)	(2.0)	(2.4)	(1.9)	(2.8)	(2.0)
Number of respondents	460	132	193	94	367	90	150	167	135	255	117	77
Table 19: Percentage in schools with nondisabled students that placed disabled youth in regular vocational classes	80.5	78.3	83.9	96.9	80.1	81.9	81.5	77.6	83.5	79.0	78.7	92.2
	(2.5)	(4.7)	(3.5)	(2.3)	(2.8)	(5.4)	(4.1)	(4.2)	(4.4)	(3.3)	(5.1)	(4.5)
Number of respondents	500	151	216	106	398	101	164	183	153	278	132	82

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Appendix Table 1B: SUBGROUPS REFERENCED IN STATISTICAL TABLES FOR YOUTH WITH EMOTIONAL DISTURBANCES (Continued)

Subgroups Referenced, and Table Number(s)	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Table 18: Percentage in schools that reported having students in need of:									
Speech/language therapy	82.2	94.2	93.4	87.2	89.5	100	85.0	88.7	97.1
	(5.6)	(2.9)	(2.5)	(5.2)	(2.4)	(0.0)	(4.3)	(4.0)	(2.0)
Physical therapy	64.4	65.2	76.5	60.1	71.5	69.3	59.9	74.3	76.5
	(7.3)	(6.1)	(4.4)	(8.0)	(3.7)	(14.1)	(6.0)	(5.6)	(5.4)
Occupational therapy	64.5	67.6	78.3	58.0	73.7	75.1	65.8	71.4	76.3
	(7.3)	(6.0)	(4.4)	(8.1)	(3.6)	(13.3)	(5.9)	(5.8)	(5.5)
Hearing-loss therapy	64.8	68.4	67.4	64.3	67.5	79.4	61.5	69.0	73.3
	(7.2)	(6.0)	(4.9)	(7.7)	(3.9)	(12.1)	(6.1)	(5.9)	(5.6)
Psychotherapy/counseling	75.6	91.7	90.4	79.1	86.7	100	77.7	87.5	96.3
	(6.5)	(3.5)	(3.1)	(6.5)	(2.8)	(0.0)	(5.2)	(4.3)	(2.4)
Medical services	74.5	78.3	77.7	74.8	76.7	80.9	75.2	78.0	78.0
	(6.8)	(5.3)	(4.3)	(7.3)	(3.5)	(12.0)	(5.4)	(5.4)	(5.2)
Adaptive physical education	74.3	82.9	88.1	71.4	85.8	82.2	76.6	81.8	90.0
	(6.6)	(4.8)	(3.3)	(7.4)	(2.8)	(11.7)	(5.1)	(5.0)	(3.7)
Social work services	81.4	97.6	92.9	84.6	92.3	89.9	84.1	93.1	95.5
	(5.8)	(2.0)	(2.7)	(5.8)	(2.2)	(9.2)	(4.5)	(3.3)	(2.6)
Special transportation	81.2	95.1	90.4	80.9	90.3	98.4	81.5	91.3	96.3
	(5.9)	(2.7)	(3.0)	(6.4)	(2.4)	(3.9)	(4.7)	(3.6)	(2.3)
Human aides or tutors	88.7	97.8	89.5	90.7	91.5	98.5	87.4	92.7	96.8
	(4.7)	(1.8)	(3.1)	(4.6)	(2.2)	(3.6)	(4.0)	(3.3)	(2.2)
Physical aids	65.1	68.7	71.1	63.4	71.1	70.1	64.4	69.9	73.0
	(7.4)	(6.0)	(4.7)	(7.8)	(3.7)	(14.7)	(6.0)	(5.9)	(5.7)
None of these	88.9	98.4	94.5	90.2	94.5	100	89.4	94.8	99.1
	(4.6)	(1.5)	(2.3)	(4.6)	(1.8)	(0.0)	(3.7)	(2.8)	(1.2)
Number of respondents	76	106	163	72	290	19	125	116	119
Table 19: Percentage in schools with nondisabled students that placed disabled youth in regular vocational classes	82.7	75.2	77.9	75.2	80.3	77.2	82.2	82.5	72.6
	(5.7)	(5.4)	(4.2)	(6.7)	(3.2)	(12.3)	(4.6)	(4.8)	(5.4)
Number of respondents	81	116	180	83	308	23	133	126	134

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Appendix Table 1A: SUBGROUPS REFERENCED IN STATISTICAL TABLES
FOR YOUTH WITH EMOTIONAL DISTURBANCES (Concluded)

Subgroups Referenced, and Table Number(s)	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Table 26: Percentage in schools with life skills programs that served students who were:*												
Mildly learning handicapped	81.3	84.1	79.1	85.3	79.7	87.6	83.2	78.7	82.4	82.2	77.6	83.0
	(2.5)	(4.4)	(3.9)	(4.6)	(2.9)	(4.8)	(4.0)	(4.2)	(4.5)	(3.1)	(5.2)	(6.2)
Severely impaired	33.6	38.0	23.7	38.6	33.3	34.0	34.3	31.0	36.6	35.8	25.8	33.2
	(3.0)	(5.8)	(4.1)	(6.3)	(3.3)	(6.9)	(5.0)	(4.7)	(5.7)	(3.9)	(5.5)	(7.8)
Sensorily or physically impaired	43.6	46.2	40.3	47.5	41.3	52.4	46.0	40.0	45.5	45.0	40.9	45.3
	(3.2)	(6.0)	(4.7)	(6.4)	(3.5)	(7.2)	(5.3)	(5.0)	(5.9)	(4.1)	(6.2)	(8.3)
Number of respondents	490	136	216	110	393	96	158	180	152	270	129	83
Table 36: Percentage of youth that had:**												
Any graded classes	89.3	89.5	91.4	92.7	89.1	89.7	92.5	91.5	80.1	91.6	85.8	83.6
	(1.9)	(3.5)	(2.9)	(3.4)	(2.2)	(4.0)	(2.7)	(2.8)	(4.5)	(2.3)	(4.3)	(5.6)
Graded regular education classes	72.7	71.0	77.4	86.1	71.6	75.9	78.0	70.1	67.5	76.9	66.2	66.4
	(2.8)	(5.2)	(4.2)	(4.6)	(3.2)	(5.7)	(4.3)	(4.7)	(5.3)	(3.5)	(5.8)	(7.2)
Graded special education classes	69.6	74.3	69.7	68.9	69.0	72.8	73.1	73.8	56.5	72.1	65.0	62.5
	(2.9)	(5.0)	(4.7)	(6.1)	(3.3)	(5.9)	(4.6)	(4.5)	(5.6)	(3.7)	(5.8)	(7.4)
Number of respondents	516	148	193	104	399	115	167	181	168	272	136	98
Table 36: Percentage in schools and at grade levels that were subject to minimum competency tests**	54.7	65.8	51.5	43.8	53.1	60.7	46.3	57.4	64.7	55.0	62.4	43.6
	(3.2)	(5.6)	(5.3)	(6.6)	(3.6)	(6.4)	(5.4)	(5.2)	(5.4)	(4.2)	(6.1)	(7.5)
Number of respondents	488	140	174	103	370	116	154	169	165	254	127	99
Tables 28, 37, 40 and 41: Percentage of youth who were:***												
In secondary school	58.6	66.1	57.8	61.7	60.5	53.2	86.5	55.3	20.1	100	0.0	0.0
	(2.5)	(4.6)	(4.4)	(5.4)	(2.8)	(5.3)	(3.0)	(4.1)	(3.6)	(0.0)	(0.0)	(0.0)
Out of secondary school a year or less	22.0	20.6	27.8	20.2	21.3	24.8	8.3	25.2	38.5	0.0	100	0.0
	(2.1)	(3.9)	(4.0)	(4.5)	(2.4)	(4.6)	(2.4)	(3.6)	(4.4)	(0.0)	(0.0)	(0.0)
Out of secondary school 1-2 years	19.3	13.4	14.4	18.1	18.2	22.0	5.2	19.5	41.4	0.0	0.0	100
	(2.0)	(3.3)	(3.1)	(4.3)	(2.2)	(4.4)	(2.0)	(3.3)	(4.5)	(0.0)	(0.0)	(0.0)
Number of respondents	761	208	253	149	584	175	228	271	262	387	186	188

* Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.
** Source: Students' school records.
*** Source: Parent interviews and students' school records.

Appendix Table 18: SUBGROUPS REFERENCED IN STATISTICAL TABLES FOR YOUTH WITH EMOTIONAL DISTURBANCES (Concluded)

Subgroups Referenced, and Table Number(s)	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Table 26: Percentage in schools with life skills programs that served students who were:*									
Mildly learning handicapped	74.9	78.8	81.7	80.8	81.2	61.4	81.2	78.3	81.7
	(6.7)	(5.1)	(3.9)	(6.4)	(3.2)	(14.3)	(4.8)	(5.3)	(4.7)
Severely impaired	32.9	32.6	35.4	24.6	36.2	32.3	28.6	28.9	42.1
	(7.3)	(5.8)	(4.9)	(7.0)	(3.9)	(13.7)	(5.6)	(5.8)	(5.9)
Sensorily or physically impaired	44.4	37.1	45.2	36.7	46.4	31.6	41.7	43.4	44.3
	(7.7)	(6.0)	(5.1)	(7.8)	(4.0)	(13.6)	(6.1)	(6.4)	(6.0)
Number of respondents	76	115	176	77	305	23	127	120	135
Table 36: Percentage of youth that had:**									
Any graded classes	88.0	92.9	92.3	87.4	91.0	93.3	93.6	91.9	86.3
	(5.0)	(3.4)	(2.7)	(5.3)	(2.3)	(8.3)	(3.1)	(3.5)	(4.4)
Graded regular education classes	72.6	72.4	77.8	60.5	77.7	77.6	75.6	77.5	74.2
	(6.8)	(6.0)	(4.2)	(7.8)	(3.4)	(13.8)	(5.4)	(5.4)	(5.5)
Graded special education classes	65.9	78.5	68.8	70.4	71.0	76.0	73.4	76.9	60.6
	(7.3)	(5.5)	(4.7)	(7.3)	(3.7)	(14.1)	(5.5)	(5.4)	(6.2)
Number of respondents	78	100	174	79	298	18	124	121	122
Table 36: Percentage in schools and at grade levels that were subject to minimum competency tests**	63.1	56.6	56.4	67.9	55.4	70.8	62.8	54.3	58.7
	(7.4)	(6.9)	(5.3)	(7.7)	(4.2)	(15.0)	(6.2)	(6.7)	(6.5)
Number of respondents	77	92	158	74	276	18	119	110	113
Tables 28, 37, 40 and 41: Percentage of youth who were:***									
In secondary school	60.0	67.6	65.5	58.3	63.5	71.8	63.0	64.2	66.9
	(5.7)	(4.8)	(4.0)	(5.9)	(3.2)	(11.3)	(4.7)	(5.0)	(4.7)
Out of secondary school a year or less	22.6	18.2	21.4	18.6	21.9	11.2	21.2	21.9	19.4
	(4.8)	(3.9)	(3.5)	(4.7)	(2.7)	(7.9)	(4.0)	(4.3)	(4.0)
Out of secondary school 1-2 years	17.4	14.1	13.0	23.0	14.6	17.0	15.7	13.9	13.7
	(4.4)	(3.6)	(2.8)	(5.0)	(2.3)	(9.5)	(3.5)	(3.6)	(3.4)
Number of respondents	137	171	256	141	463	31	209	186	196

* Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.
** Source: Students' school records.
*** Source: Parent interviews and students' school records.

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